B.A. Hons. Sanskrit

Learning Outcomes-based Curriculum Framework For Undergraduate Programme in Sanskrit 2025

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Contents

INTRODUCTION OF THE PROGRAM

The B.A. Hons. (Sanskrit) program is designed to provide students with a strong foundation in the Sanskrit language, literature and knowledge systems. The curriculum reflects the vision of the NEP 2020, focusing on integrating traditional Indian wisdom with modern educational goals. Through a structured learning path, students gain both theoretical and practical understanding of Sanskrit texts, philosophies and applications. The program supports the dissemination of Sanskrit as a living tradition and prepares students for a range of academic, research and professional opportunities.

OBJECTIVES OF THE PROGRAM

- To comprehensively understand the Sanskrit language, its grammar and literary forms.
- To introduce students to key texts from Sanskrit literature, including poetry, prose, drama, epics and *shastras.*
- To develop critical thinking through a fair introduction of a range of philosophical systems, such as *Vedanta*, *Nyaya, Mimamsa,* etc.
- To connect Sanskrit knowledge with contemporary fields such as *Ayurveda,* environmental studies, linguistics and digital humanities.
- To encourage critical and comparative thinking of India's cultural, ethical and intellectual heritage.
- To equip students with research skills and academic tools relevant to Sanskrit studies and interdisciplinary learning.

OUTCOMES OF THE PROGRAM

After the completion of the B.A. Hons. (Sanskrit) program, Students will be able to:

PLO Code	Program Learning Outcomes (PLOs) for UG Program
PLO 1	• **Rootedness:** Contribute to cultural preservation, academic growth and public understanding of Sanskrit traditions. • Understand and explain major philosophical and literary traditions of India.
PLO2	• **Indian Knowledge System (IKS):** Engage with India's knowledge systems from a critical and informed perspective.
PLO3	• **Futuristic:** Conduct foundational academic research and present findings in a structured and scholarly manner. • Apply Sanskrit grammar accurately in composition and interpretation.
PLO4	• **Multidisciplinary:** Use Sanskrit knowledge in contemporary knowledge domains such as manuscriptology, computational linguistics, translation and education.
PLO5	• **Employability:** Read, understand and analyze Sanskrit texts relating to various genres and historical periods and utilize the acquired knowledge in different domains of Sanskrit.

PROGRAM OUTCOME MAPPING FOR MAJOR COURSES

Course Name	Rootedness	IKS	Futuristic	Employability	Value, Skill and Multidisciplinary	Disciplinary Knowledge	Difficulty Level
Basic Sanskrit	✓	✓	✓	✓	✓	✓	✓
Classical Sanskrit Literature I – Poetry	✓	✓	✓	✓	✓	✓	✓
Bharatiya Social Institutions and Polity	✓	✓	✓	✓	✓	✓	✓
Sanskrit Chaandah-Shastra	✓	✓	✓	✓	✓	✓	✓
Classical Sanskrit Literature II – Prose	✓	✓	✓	✓	✓	✓	✓
Critical Survey of Shastric Literature	✓	✓	✓	✓	✓	✓	✓
Sanskrit Epics	✓	✓	✓	✓	✓	✓	✓
Fundamentals of Ayurveda	✓	✓	✓	✓	✓	✓	✓
Web Application Development for Sanskrit			✓	✓	✓	✓	✓
Fundamentals of Bhāratīya jñāna paramparā	✓	✓	✓	✓	✓	✓	✓
Classical Sanskrit Literature III - Drama	✓	✓	✓	✓	✓	✓	✓
Sanskrit Bhasha Vijnana	✓	✓	✓	✓	✓	✓	✓
Indian Epigraphy I	✓	✓	✓	✓	✓	✓	✓

Environmental Awareness in Sanskrit Literature	✓	✓	✓	✓	✓	✓	✓
Introduction to Ancient Indian Scripts	✓	✓	✓	✓	✓	✓	✓
Modern Sanskrit Writings	✓	✓	✓	✓	✓	✓	✓
Introduction to Indian Philosophy: Prasthana-Bheda	✓	✓	✓	✓	✓	✓	✓
Indian Epigraphy II	✓	✓	✓	✓	✓	✓	✓
Computer Applications for Sanskrit			✓	✓	✓	✓	✓
Introduction to Itihasa Puran Tradition	✓	✓	✓	✓	✓	✓	✓
Vedic Literature	✓	✓	✓	✓	✓	✓	✓
Sanskrit Bhasha Vijnana	✓	✓	✓	✓	✓	✓	✓
Introduction to Nyaya-Vaisheshika Philosophy	✓	✓	✓	✓	✓	✓	✓
Introduction to Sanskrit Poetics	✓	✓	✓	✓	✓	✓	✓
Contributions of the Bharateeya Jnana Parampara	✓	✓	✓	✓	✓	✓	✓
Vedic Samhita & Grammar	✓	✓	✓	✓	✓	✓	✓
Sanskrit Grammar and Composition	✓	✓	✓	✓	✓	✓	✓
Literary Criticism of Sanskrit Literature	✓	✓	✓	✓	✓	✓	✓

Indian Scientific Heritage	✓	✓	✓	✓	✓	✓	✓
Indian System of Logic and Debate	✓	✓	✓	✓	✓	✓	✓
World Sanskrit Literature	✓	✓	✓	✓	✓	✓	✓
Sanskrit Theatre and Script Writing	✓	✓	✓	✓	✓	✓	✓
Navya Nyaya Language and Methodology	✓	✓	✓	✓	✓	✓	✓
Basic Skills for Research Paper and Dissertation			✓	✓	✓	✓	✓
The Tradition of Vedic Commentaries	✓	✓	✓	✓	✓	✓	✓
Vedanga Jyotisha and Scientific Wisdom	✓	✓	✓	✓	✓	✓	✓
The Indian Philosophy of Language	✓	✓	✓	✓	✓	✓	✓
Ancient Indian Psychology	✓	✓	✓	✓	✓	✓	✓
Modern Trends in Sanskrit Literature	✓	✓	✓	✓	✓	✓	✓
Indian Legal System	✓	✓	✓	✓	✓	✓	✓

PROGRAM OUTCOME MAPPING FOR MINOR COURSES

Course Name	Rootedness	IKS	Futuristic	Employability	Value, Skill and Multidisciplinary	Disciplinary Knowledge	Difficulty Level
Introduction to Smṛiti Literature	✓	✓	✓	✓	✓	✓	✓
Basics of Hindu Studies	✓	✓	✓	✓	✓	✓	✓
Philosophy of Yoga	✓	✓	✓	✓	✓	✓	✓
Indian Aesthetics	✓	✓	✓	✓	✓	✓	✓
Sanskrit Narratology	✓	✓	✓	✓	✓	✓	✓
Fundamentals of Indian Philosophy	✓	✓	✓	✓	✓	✓	✓
Vedic Mathematics and Jyotish	✓	✓	✓	✓	✓	✓	✓
Lexicographical Tradition in Sanskrit	✓	✓	✓	✓	✓	✓	✓
Research Methodology for Sanskrit Studies	✓	✓	✓	✓	✓	✓	✓
Political Thought in Sanskrit Literature	✓	✓	✓	✓	✓	✓	✓
Sustainable Development and Bharatiya Jnanaparampara	✓	✓	✓	✓	✓	✓	✓
Phonetics in Sanskrit Tradition	✓	✓	✓	✓	✓	✓	✓
Bharatiya Ancient Arts	✓	✓	✓	✓	✓	✓	✓
Computational Linguistics for Sanskrit			✓	✓	✓	✓	✓

GRADUATE ATTRIBUTES IN SANSKRIT

The graduate attributes in Sanskrit education are the outline of the expected course learning outcomes mentioned in the beginning of each course. The characteristic attributes that a Sanskrit graduate will be able to demonstrate through learning various courses are listed below:

(a) Disciplinary Knowledge

Capability of executing comprehensive knowledge and understanding of one or more disciplines that form part of Sanskrit.

(b) Communication Skills

i. Ability to communicate the ideas in Simple Standard Sanskrit;
ii. Ability to show the importance of Sanskrit in the field of Sciences, Humanities, Social Sciences and Languages.
iii. Ability to communicate the idea that Sanskrit is not just language but vehicle of ancient wisdom of all the branches of knowledge.

(c) Critical Thinking

i. Ability to engage in reflective and independent thinking by understanding the concepts of ancient logic.
ii. Ability to think critically in order to analyse the rich wisdom prefunded by Rishis.

(d) Problem Solving

i. Capability to find the solutions for various problems appearing in different parts of life and applying them for proper results.
ii. Capabilities to analyse and synthesize data and derive inferences for valid conclusion;
iii. Capability to deduce a social or moral problem and apply the classroom learning into practice to offer a solution for the same;

(e) Research Related Skills

i. Ability to do inter-disciplinary or multi-disciplinary research.
ii. Ability to find out the base for todays' scientific advancements from Shastras.
iii. Ability to find the sustainable way of life as narrated in Shastras.

(f) Information and Communication Technology (ICT) Digital Literacy

Capability to use various technical ICT tools.

(g) Self-Directed Learning

Capability to work independently in diverse projects and ensure detailed study of various facets of Sanskrit.

(h) Moral and Ethical Awareness

i. Ability to ascertain unethical behaviour, falsification and manipulation of information;
ii. Ability to manage self and various social systems.

(i) Lifelong Learning

Capability of self-paced and self-directed learning aimed at personal development.

(j) Linguistic Proficiency

Strong command of Sanskrit, both in comprehension and composition.

(k) Cultural Awareness

Understanding of India's intellectual, spiritual and literary heritage.

(l) Interdisciplinary Approach

Capability to relate Sanskrit knowledge to other disciplines such as science, technology, health and policy.

QUALIFICATION DESCRIPTORS FOR SANSKRIT GRADUATES

As Sanskrit is considered as an area where we tend to study different aspects that impact the world like social, political, legal, economic, moral, etc., the qualification descriptors for a B.A. Hons. (Sanskrit) programme include the following:

- Demonstration of deeper understanding of the Sanskrit and Sanskrit Shastras.
- Application of knowledge to comprehend the rich ancient wisdom in Simple Standard Sanskrit.
- Demonstration of comprehensive knowledge of various Shastras of Sanskrit (IKS) and Contemporary Knowledge Systems.
- Demonstration of multidisciplinary approach towards Sanskrit as it has vast knowledge of disciplines like economics, politics, law, mathematics, physics, chemistry etc.
- Comprehensive knowledge about current topics and the scholarly research pertaining to chosen areas, also techniques and skills required to comprehend contemporary issues.

CREDIT DISTRIBUTION

Academic Credit: It is a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.

Minimum Credit Requirements to Award Degree under Each Category

S. No.	Broad Category of Course	Minimum Credit Requirement as per UGC	
		3-Year UG	4-Year UG
1	Major (Core)	60	80
2	Minor Stream	24	32
3	Multidisciplinary	09	09
4	Ability Enhancement Courses (AEC)	08	08
5	Skill Enhancement Courses (SEC)	09	09
6	Value Added Courses common for all UG	06-08	06-08
7	Summer Internship	02-04	02-04
8	Research Project / Dissertation	-------	12
	Total	120	160

1. ***Major or Core***: It is a course of study, which should be pursued by a student as a mandatory requirement of his/her program of study.

2. ***Minor***: It shall be a pool of credit courses of that particular discipline (single discipline program of study) or those disciplines (multidisciplinary program of study), as the case may be, which a student chooses to study from his/her particular discipline(s).

3. ***Multidisciplinary***: It shall be a pool of courses which is meant to provide multidisciplinary or interdisciplinary education to students. GEs shall consist of a pool of courses offered by various disciplines of study (excluding the GEs offered by the parent discipline), in groups of odd and even semesters, from which a student can choose.

4. ***Ability Enhancement Course (AEC)***: AECs are the courses based upon the content that leads to knowledge enhancement through various areas of study. They are Language and Literature and Environmental Science and Sustainable Development which will be mandatory for all disciplines.

5. ***Skill Enhancement Course (SEC)***: SEC-s are skill-based courses in all disciplines and are aimed at providing hands-on training, competencies, proficiency and skills to students.

6. ***Value Addition Course (VAC)***: VAC-s are common pool of courses offered by different disciplines and aimed towards personality building; embedding ethical, cultural values; promote critical thinking, Indian Knowledge Systems, scientific temperament,

communication skills, creative writing, presentation skills and Physical education (Yoga) which will help in holistic development of students.

NHEQF Level	Qualification Title/ Nomenclature	Credit Requirement
Level 5	UG Certificate in the field of learning/discipline for those who exit after successful completion of Semester II. (Programme duration: 2 semesters of the undergraduate programme)	40
Level 6	UG Diploma in the field of learning/discipline for those who exit after successful completion of Semester IV. (Programme duration: 4 semesters of the undergraduate programme)	80
Level 7	Bachelor's Degree for those who opt for single discipline core courses and exit after successful completion of Semester VI. (Programme duration: 6 semesters)	120
Level 8	Bachelor's Degree (Honors with Research/Academic Projects/Entrepreneurship) for those who opt for single discipline core courses and exit after successful completion of Semester VIII. (Programme duration: 8 semesters)	160

PROPOSED CREDIT STRUCTURE OF UNDERGRADUATE PROGRAMME AS PER NEP-2020

	Three Year UG													Four Year UG				
Course Category	Sem 1 Papers	Sem 1 Credit	Sem 2 Papers	Sem 2 Credit	Sem 3 Papers	Sem 3 Credit	Sem 4 Papers	Sem 4 Credit	Sem 5 Papers	Sem 5 Credit	Sem 6 Papers	Sem 6 Credit	Total Credit	Sem 7 Papers	Sem 7 Credit	Sem 8 Papers	Sem 8 Credit	Total Credit
Major	3	12	3	12	3	12	3	12	2	8	1	4	60	3	12	2	8	80
Minor	0	0	0	0	1	4	1	4	2	8	2	8	24	1	4	1	4	32
Multi-disciplinary	0	0	0	0	0	0	1	3	1	3	1	3	9	0	0	0	0	9
SEC-	1	2	1	2	1	2	0	0	0	0	1	3	9	0	0	0	0	9
VAC-	1	2	1	2	1	2	1	1	1	1	0	0	8	0	0	0	0	8
AEC	1	4	1	4	0	0	0	0	0	0	0	0	8	0	0	0	0	8
Internship												2	2					2
Research Project													0		4		8	12
Total	6	20	6	20	6	20	6	20	6	20	5	20	120	4	20	3	20	160

B. A. SANSKRIT (UNDERGRADUATE PROGRAMME)

LEARNING OUTCOME-BASED CURRICULUM-2025

Pool of Major Courses

S. No.		Course Name	Course Credit	Course Level
1	FIRST YEAR MAJOR	Major 1.1: Basic Sanskrit	4	100-199
2		Major 1.2: Classical Sanskrit Literature I – Poetry	4	100-199
3		Major 1.3: Bharatiya Social Institutions and Polity	4	100-199
4		Major 1.4: Sanskrit Chaandah-Shastra	4	100-199
5		Major 1.5: Classical Sanskrit Literature II – Prose	4	100-199
6		Major 1.6: Critical Survey of Shastric Literature	4	100-199
7		Major 1.7: Sanskrit Epics	4	100-199
8		Major 1.8: Fundamentals of Ayurveda	4	100-199
9		Major 1.9: Web Application Development for Sanskrit	4	100-199
10		Major 1.10: Fundamentals of Bhāratīya jñāna paramparā	4	100-199
11	SECOND YEAR MAJOR	Major 2.1: Classical Sanskrit Literature III - Drama	4	200-299
12		Major 2.2 Sanskrit Bhasha Vijnana	4	200-299
13		Major 2.3: Indian Epigraphy I	4	200-299
14		Major 2.4: Environmental Awareness in Sanskrit Literature	4	200-299
15		Major 2.5: Introduction to Ancient Indian Scripts	4	200-299
16		Major 2.6: Modern Sanskrit Writings	4	200-299
17		Major 2.7: Introduction to Indian Philosophy: Prasthana-Bheda	4	200-299
18		Major 2.8: Indian Epigraphy II	4	200-299
19		Major 2.9: Computer Applications for Sanskrit	4	200-299
20		Major 2.10: Introduction to Itihasa Puran Tradition	4	200-299
11	THIRD YEAR MAJOR	Major 3.1: Vedic Literature	4	300-399
12		Major 3.2: Sanskrit Bhasha Vijnana	4	300-399
13		Major 3.3: Introduction to Nyaya-Vaisheshika Philosophy	4	300-399
14		Major 3.4: Introduction to Sanskrit Poetics	4	300-399
15		Major 3.5: Contributions of the Bharateeya Jnana Parampara	4	300-399
16		Major 3.6: Vedic Samhita & Grammar	4	300-399
17		Major 3.7: Sanskrit Grammar and Composition	4	300-399
18		Major 3.8: Literary Criticism of Sanskrit Literature	4	300-399
19		Major 3.9: Indian Scientific Heritage	4	300-399
20		Major 3.10: Indian System of Logic and Debate	4	300-399

21	**FOURTH YEAR MAJOR**	Major 4.1: World Sanskrit Literature	4	400-499
22		Major 4.2: Sanskrit Theatre and Script Writing	4	400-499
23		Major 4.3: Navya Nyaya Language and Methodology	4	400-499
24		Major 4.4: Basic Skills for Research Paper and Dissertation	4	400-499
25		Major 4.5: The Tradition of Vedic Commentaries	4	400-499
26		Major 4.6: Vedanga Jyotisha and Scientific Wisdom	4	400-499
27		Major 4.7: The Indian Philosophy of Language	4	400-499
28		Major 4.8: Ancient Indian Psychology	4	400-499
29		Major 4.9: Modern Trends in Sanskrit Literature	4	400-499
30		Major 4.10: Indian Legal System	4	400-499

Pool of Minor Courses

S. No.		Course Name	Course Credit	Course Level
1	FIRST YEAR MINOR	Minor 1.A.1. Introduction to Smṛiti Literature	4	100-199
2		Minor 1.A.2. Basics of Hindu Studies	4	100-199
3		Minor 1.A.3. Philosophy of Yoga	4	100-199
4	SECOND YEAR MINOR	Minor 2.A.1. Indian Aesthetics	4	200-299
5		Minor 2.A.2. Sanskrit Narratology	4	200-299
6		Minor 2.A.3. Fundamentals of Indian Philosophy	4	200-299
7	THIRD YEAR MINOR	Minor 3.A.1. Vedic Mathematics and Jyotish	4	300-399
8		Minor 3.A.2. Lexicographical Tradition in Sanskrit	4	300-399
9		Minor 3.A.3. Research Methodology for Sanskrit Studies	4	300-399
10	FOURTH YEAR MINOR	Minor 4.A.1. Political Thought in Sanskrit Literature	4	400-499
11		Minor 4.A.2. Sustainable Development and Bharatiya Jnanaparampara	4	400-499
12		Minor 4.A.3. Phonetics in Sanskrit Tradition	4	400-499
13		Minor 4.A.4. Bharatiya Ancient Arts	4	400-499
14		Minor 4.A.5 Computational Linguistics for Sanskrit	4	400-499

Proposed Assessment Framework:

- The proposed Assessment Framework for B.A.Hons. (Sanskrit) and Sanskrit Shastras is as follows:

Assessment
(a) Evaluation by Semester-end examination -

1. Answers to Multiple choice questions.
2. Writing answers in one sentence.
3. Short answer questions.
4. Long answer questions.

(b) Continuous Evaluation -

The assessment should be based on any four of the following:

1. Participation in workshops.
2. Writing assignments.
3. Producing videos based on the topic of the text.
4. Participation in the Sastra Sanjeevani programme.
5. Presentation of the topic in the Vagvardhini Parishad.

****Note:** The university may modify/add the required changes as per it's needs. It may include Project work/Practical work (Subjectwise/Classwise) etc. as the case may be. This Framework is purely proposed in nature.

Proposed Credit Distribution

- **The proposed credit distribution for B.A.Hons. (Sanskrit) and Sanskrit Shastras is as follows:**

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
		04	0	0	04

****Note:** All the courses are already given with a Proposed Credit Distribution, which is purely proposed in nature. The university may assign credits to tutorials/practical as the case may be and according to their assessment strategies.

FIRST YEAR: MAJOR PAPERS

Difficulty Level 100-199

Credits - 4
Hours - 60

SEMESTER - 1

Major 1.1: Basic Sanskrit

Course objectives:

1. To generate interest in Sanskrit language among the students.
2. To impart knowledge of the structure of Sanskrit language.
3. To impart general skills of communication and writing in Sanskrit.

Learning Outcomes:

After the completion of the course, the students will:

1. Construct sentences using verbal roots (Śabdadhātu).
2. Construct sentences using participles (Kṛdanta) and various tenses/moods (Lakāra).
3. Use voice transformations (Vācyaparivartana) in practice.
4. Describe compounds (Samāsa) with their types.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.1	**Basic Sanskrit**	**04**	**0**	**0**	**04**

Details of Course:

Unit I Vibhakti, Laṭ & Lṛṭ lakāra. **Credit 1**

- Declensions (विभक्तिरूपाणि) of the following:
    - Chātra
    - Kavi
    - Śiśu
    - Pitṛ
    - Kartṛ
    - Ātmán
    - Bhavat
    - Latā
    - Mati
    - Nadī
    - Vāk
    - Manas.

- Making the sentences using laṭ lakāra prathamapuruṣa of Bhvādi, Tudādi, Divādi & Curādi Dhātus with the Prathamā & Dvitīyā vibhakti of Akārānta puṃliṅga & Napuṃsaka liṅga.
- Making the sentence using Ekavacana of all vibhaktis of Akārānta Puṃliṅga & Napuṃsakaliṅga's words by the above mentioned Dhātus.
- Introduction of Representative Dhātus of the following ganas along with Vikaraṇa suffix: अस् (अदादिगण), दा (जुहोत्यादिगण), श्रु (भ्वादिगण), ज्ञा, ग्रह्, (क्र्यादिगण), कृ (तनादिगण) use of prathamapuruṣa & sentence making.
- Making the sentences using Sarvanāma puṃliṅga śabdas – तत्, एतत्, किम्, यत्. (तत्, एतत्, किम्, यत् इत्यादीनां सर्वनामपुंलिङ्गशब्दानां प्रयोगेन वाक्यनिर्माणम्।)
- Use of Asmad śabda with uttamapuruṣa of some dhātūs.
- Use of Yuṣmad śabda with madhyamapuruṣa of some dhātūs.
- Use of Asmad & Yuṣmad śabdas in all vibhaktis.
- Making the sentence with the singular of all Vibhaktis of Halanta puṃ, strī, & napuṃsaka liṅga śabdas by using Lṛṭ lakāra.
- Making the sentences with Ākārānta, Ukārānta & Īkārānta Strīliṅga words by using Lṛṭ lakāra.

Unit II Kṛdanta and Anya Lakāra. **Credit 1**

- Making the sentences with śatṛ suffix with all above words in puṃliṅga & strīliṅga.
- Making the sentences with śatṛ suffix in Rkārānta puṃliṅga & strīliṅga words.
- Kta & ktavatu suffix – Making the sentence in Karmavācya & Bhāvavācya.
- Use of all Representative dhatu in all ganas.
- Making the sentences with all the Dhatus mentioned above by using Laṅ lakāra (लङ् लकारः).
- Making the sentences with all the Dhatus mentioned above by using Loṭ lakāra (लोट् लकारः).
- Making the sentences with all the Dhatus mentioned above by using Vidhiliṅ lakāra (विधिलिङ् लकारः).

Unit III Sandhi evaṃ Tiṅnta Karmavācya. **Credit 1**

- Ac sandhayaḥ –
  - Dīrghasandhiḥ
  - Guṇasandhiḥ
  - Vṛddhisandhiḥ
  - Yaṇsandhiḥ
  - Ayādisandhiḥ
  - Pūrvarūpasandhiśca
- Visarga sandhiḥ.
- Vyañjanasandhiḥ.
- Ātmanepadidhātavaḥ – Pañca Lakārāḥ.
- Yak pratyayaḥ – The usage of various verb forms (lakāras) in the Karmavācya and Bhāvavācya.
- Tavyat, anīyar, kta-pratyayāḥ (Karmaṇi Prayogaḥ).

Unit IV Samāsa. **Credit 1**

- Tatpuruṣasamāsaḥ.
- Dvandvasamāsaḥ.
- Karmadhārayasamāsaḥ –
    - Viśeṣaṇakarmadhārayaḥ
    - Viśeṣyakarmadhārayaḥ
    - Upamāmūlakakarmadhārayaḥ
    - Rūpakamūlakakarmadhārayaḥ.
- Upapada-tatpuruṣa-samāsaḥ.
- Bahuvrīhisamāsaḥ.
- Avyayībhāvasamāsaḥ.

Essential/Recommended Readings/Texts:

1. द्विवेदी, कपिलदेव:, (संस्करण1961), प्रौढरचनानुवादकौमुदी, गोरखपुर: उत्तर प्रदेश, विश्वविद्यालय प्रकाशन।
2. त्रिपाठी, डॉ०ब्रह्मानन्द, (संस्करण 2014) रूपचन्द्रिका, वाराणसी : चौखम्बा सुरभारती प्रकाशन।
3. द्विवेदी, कपिलदेव:, (संस्करण 2019), प्रारम्भिक रचनानुवादकौमुदी, वाराणसी : उत्तर प्रदेश, विश्वविद्यालय प्रकाशन।

Additional Readings:

1. Whitney, William Dwight, (Edition 1879), Sanskrit Grammar, Leipzig, German.
2. सक्सेना बाबूराम, (1958) संस्कृत व्याकरण प्रवेशिका, रामनारायण लाल, प्रकाशक तथा पुस्तक विक्रेता, प्रयागराज।
3. शास्त्री, चक्रधर नौटियाल हंस, (संस्करण 1999), बृहद्-अनुवाद-चन्द्रिका, दिल्ली : मोतीलाल बनारसीदास।
4. पाण्डेय, राधामोहन, (2022), संस्कृत सहचर, पटना : स्टूडेंट्स फ्रेंड्स।

Difficulty Level 100-199

Credits - 4
Hours - 60

Major 1.2: Classical Sanskrit Literature I – Poetry

Course Objectives:

1. To develop a comprehensive understanding of the literary contributions of great Sanskrit poets, spanning various periods and genres.
2. To cultivate an appreciation for the distinctive styles, philosophical insights, artistic expression and cultural-historical contexts reflected in individual poets' works.
3. To enhance students' proficiency in classical Sanskrit, equipping them with translation and interpretation skills specifically tailored for Sanskrit poetry.

Learning Outcomes:

After the completion of the course, the students will:

1. Recite the verses of Bhartṛhari's Nītiśataka with their meanings.
2. Describe Pārvatī's penance (Tapasya) in the Kumārasambhava.
3. Be prepared to explain the meaning of the first 25 verses (Śloka) of the Kirātārjunīya's first canto (Sarga).
4. Be capable of explaining the origin and development of Sanskrit epics (Mahākāvya).
5. Acquire skill in the translation and interpretation of poems (Kāvya).

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 1.2	Classical Sanskrit Literature I – Poetry	04	0	0	04

Details of Course:

Unit I Nitishatakam of Bhartrhari. **Credit 1**

- Verses 1 to 15

Unit II Parvati's Penance (Kumarasambhavam). **Credit 1**

- Verses 1 to 29 (Canto V)

Unit III Kiratarjuniyam. **Credit 1**

- Verses 1 to 25 (Canto I)

Unit IV Sanskrit Epics. **Credit 1**

- Origin and Development of Mahākāvyas (Sanskrit Epics).
- General Introduction to Sanskrit Mahākāvyas (Sanskrit Epics) with special focus on Aśvaghośa.
- Origin and Development of Gītikāvyas (lyric poetry).

- General Introduction to Gītikāvyas (lyric poetry) with special focus on Kālidāsa, Jayadeva, Amaruka, Bhartṛhari and Bilhaṇa.

Essential/Recommended Readings/Texts

1. Kale, M. R. (Ed.).(1966), *Kirātārjunīyam of Bhāravi*. Delhi : MLBD.
2. Kale, M. R. (Ed**.).** (1995), *Kumārasambhavam*. Delhi : MLBD.
3. Kale, M. R. (Ed.). (1958), *Nītiśatakam of Bhartṛhari*. Delhi : MLBD.
4. शास्त्री, जनार्दन, (2014), भारविकृत किरातार्जुनीयम्, दिल्ली: मोतीलाल बनारसीदास।
5. शास्त्री, नेमिचन्द्र, (1988), कुमारसम्भवम्, दिल्ली : मोतीलाल बनारसीदास।
6. त्रिपाठी, बाबूराम (सम्पा.), (1986), भर्तृहरि कृत नीतिशतकम्, आगरा: महालक्ष्मी प्रकाशन।
7. पाण्डेय, ओमप्रकाश (व्या.), (1982), मनोरमा हिन्दी-व्याख्या सहित, भर्तृहरि कृत नीतिशतकम्, वाराणसी : चौखम्बा अमरभारती प्रकाशन।
8. शास्त्री, विष्णुदत्त शर्मा (व्या.), (संवत् 2034), भर्तृहरि कृत नीतिशतकम्, मेरठ: ज्ञानप्रकाशन।
9. शर्मा, समीर, मल्लिनाथकृत घंटापथ टीका, भारवि कृत किरातार्जनीयम्, वाराणसी : चौखम्बा विद्याभवन।

Additional Readings:

1. Mirashi, V. V. Kālidāsa.(1969). Mumbai: Popular Publication.
2. Keith, A. B. (2014). History of Sanskrit Literature. Delhi: MLBD.
3. Krishnamachariar. (2016). History of Classical Sanskrit Literature. Delhi: MLBD.
4. Shastri, Gaurinath. (2013). A Concise History of Sanskrit Literature. Delhi: MLBD.
5. Winternitz, Maurice. (2010) Indian Literature (Vol. I–III) also Hindi Translation. Delhi: MLBD.

Difficulty Level 100-199

Credits - 4 Hours - 60

Major 1.3: Bharatiya Social Institutions and Polity

Course objectives:

1. To generate interest in Ancient Sociological and Political Structure of the Society. students.
2. To impart knowledge of the ancient Political Thinkers.
3. To impart general skills to argue on the related topics.
4. To establish the relevance of Ancient Bharatiya Social and Political Institutions.

Learning Outcomes:

After the completion of the course, the students will:

1. Assert that Dharma is the foundation of indian society.
2. Describe the structure of society.
3. Explain the concept of a Welfare State in Kauṭilya's Arthaśāstra.
4. Be prepared to describe the state (Rājya) and international relations.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.3	Bharatiya Social Institutions and Polity	04	0	0	04

Details of Course:

Unit I Foundations of Bharatiya Society. Credit 1

- Dharma-
  - Sources of Dharma (*Manusmṛti,* 2,12; *Yājñavalkyasmṛti*,1.7)
  - Fourteen-*Dharmasthānas* (*Yājñavalkyasmṛti* 1.3)
  - *Dharma* as Social and Moral Duty (*Mitākṣarāṭīkā* on *Yājñavalkyasmṛti* 1.1) (*Manusmṛti* 6.92)
- Dharma as an evolving institution – Directions of and reasons for changes in DharmaŚāstra
- Four aims of life *'Puruṣārtha Catuṣṭaya'* –
  - *Dharma*
  - *Artha*
  - *Kāma*
  - *Mokṣa.*

Unit II Structure of Society. Credit 1

- Varṇa-System and Caste System-

- Four-fold division of *Varṇa* System, (*Ṛgveda*, 10.90.12) (*Mahābhārata, Śāntiparva* 72.3.8)
- Division of *Varṇa* according to *Guṇa* and *Karma* (*Bhagvadgīta*, 4.13, 18.41-44).
- Assimilation of foreign tribes in Varṇa-System (*Mahābhārata, Śāntiparva*, 65.13-22)

- **Position of Women in the Society-**
  - Brief survey of position of women in different stages of Bharatiya Society;
  - Position of women in *Mahābhārata* (*Anuśāsanaparva* 46.5-11, *Sabhāparva*, 69.4-13)
  - Praise of women in The *Bṛhatsaṁhitā* of Varāhamihira (*Strīprasaṁsā,* chapter-74.1-10)

Unit III State and Kingship. Credit 1

- Concept of Welfare State in *Arthaśāstra* of Kauṭilya (*Arthaśāstra*, 1.13: '*matsyanyāyābhibhutah*' to '*yo' asmāngopāyatīti*')
- Essential Qualities of King (*Arthaśāstra*,6.1.16-18: '*sampādayatyasampannaḥ*' to '*jayatyeva na hīyate*')
- Conduct of the state (Manusmṛti 7 Verses 1 to 15)

Unit IV State and International Relations. Credit 1

- 'Saptāṅga' Theory of State:
  - 1. Svāmi, 2. Amātya, 3. Janapada 4. Pura, 5. Kośa, 6. Daṇḍa and 7. Mitra (Arthaśāstra 6.1) (Mahābhārata, Śāntiparva 56.5**)** **(**Śukranīti, 1.61-62)
- 'Maṇḍala' Theory of Inter-State Relations:
  - 1. *Ari*, 2. *Mitra*, 3. *Ari-mitra*, 4. *Mitra-mitra*, 5. Ari-mitramitra.
- *Śāḍgunya'* Policy of War and Peace:
  - *Sandhi*, 2. *Vigraha*, 3. *Yāna*, 4. *Āsana*, 5. *Saṁśraya* 6. *Dvaidhibhāva*.

Essential/Recommended Readings/Texts:

1. Shastri, H. P. (Trans.). Mahābhārata (7 Vols). London, 1952–59.
2. Kangale, R. P. (Ed.), (1965). Arthaśāstra of Kautilya, Delhi : Motilal Banarasidas.
3. Yājñavalkyasmṛti with Mitākṣarā commentary, Varanasi: Chowkhamba Sanskrit Series Office, 1967.
4. शास्त्री, उदयवीर, (1970), कौटिलीय अर्थशास्त्र, दिल्ली : मेहर चन्द लछमन दास।
5. ऋग्वेदासांहिता (1983), संपादकः – श्रीमन्मोक्षमूलरभट्टः, वाराणसी : कृष्णदास अकादमी।
6. श्रीमद्भगवद्गीता, शांकरभाष्य, (2001), गोरखपुर, गीताप्रेस।
7. Olivelle, P. (Ed. & Trans.), Manu's Code of Law (A Critical Edition and Translation of the Manava-Dharamaśāstra). New Delhi : OUP, 2006.

8. मनुस्मृति, (2015), दिल्ली : चौखंबा प्रकाशन।
9. महाभारत- 1-6 भाग (2020), हिन्दी अनुवाद सहित, गोरखपुर : गीता प्रेस।
10. वराहमिहिर, बृहत्संहिता (हिन्दी अनुवाद: बलदेव प्रसाद मिश्र), मुंबई: खेमराज श्रीकृष्णदास प्रकाशन।

Additional Readings:

1. Ghosal, U. N., (1959). A History of Bharatiya Political Ideas. Bombay.
2. Law, N. S. (1960). Aspect of Ancient Bharatiya Polity. Calcutta.
3. Saletore, B. A. (1963). Ancient Bharatiya Political Thought and Institutions. Bombay.
4. Altekar, A. S. (1965). The Position of Women in Hindu Civilization. Delhi.
5. काणे. पी. वी, (1966–73), धर्मशास्त्र का इतिहास (1–4 भाग), लखनऊ: उत्तर प्रदेश हिन्दी संस्थान।
6. Jayaswal, K. P. (1967). Hindu Polity. Bangalore.
7. Prasad, Beni. (1968). Theory of Government in Ancient India, Allahabad.
8. विद्यालङ्कार, सत्यकेतु, (1968), प्राचीन भारतीय शासन व्यवस्था और राजशास्त्र, मैसूर: सरस्वती सदन।
9. Pandey, G. C. (1984). Jaina Political Thought. Jaipur: Prakrit Bharti.
10. Bhandarkar, D. R. (1988). Some Aspects of Ancient Bharatiya Hindu Polity. Banaras: Banaras Hindu University.
11. Sharma, R. S. (1996). Aspects of Political Ideas and Institutions in Ancient India. Delhi : MLBD.
12. Prabhu, P. H. (1998). Hindu Social Organisation. Mumbai: Popular Prakashan.
13. Mehta, V. R. (1999). Foundations of Bharatiya Political Thought. Delhi : Manohar Publisher.
14. Altekar, A. S. (2001). State and Government in Ancient India. Delhi : Motilal Banarsidass.
15. जायसवाल, सुवीरा,(2004), वर्ण तथा जाति व्यवस्था: उद्भव तथा विकास।
16. Mathur, A. D. (2006). Medieval Hindu Law. New Delhi : Oxford University Press.
17. रुस्तगी, उर्मिला, (2019), स्मृतियों में न्याय प्रक्रिया, दिल्ली : जे.पी. पब्लिशिंग हाउस।
18. Jha, M. N. Modern Bharatiya Political Thought. Meerut: Meenakshi Prakashan.
19. Lingat, Robert. Classical Hindu Law.

Difficulty Level 100-199

Credits - 4 Hours - 60

Major 1.4: Sanskrit Chandaśśāstra

Course Objectives:

1. To build foundational knowledge of *Chandaśāstra* (the science of Sanskrit prosody) and its role in classical literature.
2. To enable analytical understanding of the classification, structure and elements of Sanskrit metres (*Chandas*).
3. To foster awareness of classical literary knowledge, with an emphasis on the aesthetic and intellectual traditions of Sanskrit.
4. To develop creative expression and literary sensitivity, encouraging original composition and deeper appreciation of Sanskrit poetry and literature.

Learning Outcomes:

After the completion of the course, the students will:

1. Describe the introduction to prosody (Chandasśāstra).
2. Analyze the classification and elements of Sanskrit meters (Chandas).
3. Describe and construct verses (Śloka) in both syllabic (Varṇika) and moric (Mātṛka) meters.
4. Analyze definitions and examples of meters (Chandas).

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.4	Sanskrit Chandaśśāstra	04	0	0	04

Details of Course:

Unit I Brief Introduction to Chandaśśāstra: **Credit 1**

- Brief Introduction to Chandaśśāstra (Origin and Development).
- Introduction of following Acharyas:
  - Pingal
  - Vishvanath
  - Kedarbhatt
  - Gangadas
  - Hemchandra

Unit II Classification and Elements of Sanskrit Meter **Credit 1**

- Syllables: laghu and guru, yati, Gaṇa.

Unit III Classification and Elements of Sanskrit Meter. **Credit 1**

- Varṇavṛtta.
- Mātrāvṛtta.

Unit IV Analysis of Selected Classical Meter. Credit 1

- Definition, Example and Analysis of the following Meters:
    - Bhujaṅgaprayāta
    - Sragviṇī
    - Toṭaka
    - Anuṣṭup
    - Āryā
    - Mālinī,
    - Śikhariṇī
    - Vasantatilakā
    - Mandākrāntā
    - Sragdharā
    - Śārdūlvikrīḍita

Essential/Recommended Readings/Texts

1. Brown, Charles Philip. (1869). *Sanskrit Prosody and Numerical Symbols Explained*. London: Trübner & Co.
2. Deo, Ashwini S., (2007). *The Metrical Organization of Classical Sanskrit Verse*, *Journal of Linguistics*, 43(01), 63–114. https://doi.org/10.1017/s0022226706004452
3. शास्त्री, धरानन्द (संपा.), (2004), केदारभट्ट विरचित वृत्तरत्नाकर, दिल्ली : मोतीलाल बनारसीदास।
4. डिंडोरिया, वेद प्रकाश, (2022), सुवृत्ततिलक, वाराणसी : चौखम्बा सुरभारती प्रकाशन।

Difficulty Level
100-199

Credits - 4
Hours - 60

Major 1.5: Classical Sanskrit Literature II – Prose

Course objectives:

1. To familiarize students with select classical Sanskrit prose works, highlighting the distinctive literary styles of renowned authors.
2. To provide insight into the socio-cultural conditions of ancient Indian society as reflected in the prescribed texts.
3. To enhance student's comprehension skills in classical Sanskrit through engagement with authentic prose literature.

Learning Outcomes:

After the completion of the course, the students will:

1. Interpret Śukanāsopadeśa with translation.
2. Read and understand Viśrutacarita.
3. Interpret Śivarājavijaya (1 to 10) with translation.
4. Describe the origin and development of prose (Gadyakāvya).

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.5:	Classical Sanskrit Literature II – Prose	04	0	0	04

Details of Course:

Unit I Śukanāsopadeśa (Ed. Prahlad Kumar). **Credit 1**

- Introduction of Author and his works.
- Text reading (Grammar, translation and explanation) (एवं समतिक्रामत्सु केषुचिद् दिवसेषु ....रेणुमयीव स्वच्छमपि कलुषीकरोति)

Unit II Viśrutacaritam upto 11th Para. **Credit 1**

- Introduction of Author and his works.
- Text reading (Grammar, translation and explanation) (.........इति तमुत्थाप्य क्रीडानिर्भरमतिष्ठत्।)

Unit III Shivarajvijayam (Text para 1 to10). **Credit 1**

- Introduction of Author and his works.
- Text reading (Grammar, translation and explanation) (------------------ न पारितं निरोद्धुं नयनवाष्पाणि)

Unit IV General Survey of main Sanskrit Prose Works. Credit 1

- Origin and Development of Prose literature and its types-
- Some Major Texts –
  - Vāsavadattā
  - Kādambarī
  - Harṣacaritam
  - Daśakumaracaritam
  - Tilakmanjarī
  - Gadyacintāmaṇi
  - Śivarajavijyam
  - Pancatantra
  - Hitopdeśa
  - Vetālapancaviṁśikā
  - Siṁhāsanadvātriṁśikā
  - Puruṣaparīkṣā
  - Śukasaptati

Essential/Recommended Readings/Texts:

1. कुमार, प्रहलाद, (1974), शुकनासोपदेश, दिल्ली : मेहरचन्द लक्ष्मणदास।
2. शास्त्री, सुरेन्द्रदेव, (1970), विश्रुतचरितम्, मेरठ : साहित्यभण्डार।
3. कुमार, प्रहलाद, (1974), शुकनासोपदेश, दिल्ली : मेहरचन्द लक्ष्मणदास।
4. मिश्र, देवनारायण, (1994), शिवराजविजयम्, मेरठ : साहित्यभण्डार।
5. पन्त, सुबोधचन्द्र एवं झा, विश्वनाथ, (2015), दशकुमारचरितम्, दिल्ली : मोतीलाल बनारसीदास।
6. झा, रमाकान्त, (2018), शुकनासोपदेश, वाराणसी : चौखम्बा विद्याभवन।
7. शास्त्री, रामपाल, (2022), शुकनासोपदेश, वाराणसी : चौखम्बा औरियन्टलिया।

Additional Readings:

1. Winternitz, Maurice. *Ancient Indian Literature* (Vol. I–III), also Hindi Translation, Delhi : MLBD. (1908–1922)
2. Keith, A. B., (1920) *History of Classical Sanskrit Literature*, Delhi : MLBD; हिन्दी अनुवाद: मंगलदेव शास्त्री, दिल्ली : मोतीलाल बनारसीदास
3. Shastri, M. Krishnamachariyar. *History of Classical Sanskrit Literature*. Delhi : MLBD. (first ed. 1937)
4. Shastri, Gaurinath. *A Concise History of Sanskrit Literature*. Delhi : MLBD. (1947)
5. शर्मा, उमाशंकर ऋषि, *संस्कृत साहित्य का इतिहास*, वाराणसी : चौखम्बा भारती अकादमी।

6. उपाध्याय, बलदेव, (2015), *संस्कृत साहित्य का इतिहास*, वाराणसी : शारदा निकेतन।
7. प्रीतिप्रभा, गोयल, (2016), *संस्कृत साहित्य का इतिहास*, जोधपुर : राजस्थानी ग्रन्थगार।
8. त्रिपाठी, राधावल्लभ, (2021), *संस्कृत साहित्य का अभिनव इतिहास*, वाराणसी : विश्वविद्यालय प्रकाशन।

Difficulty Level 100-199

Credits - 4
Hours - 60

SEMESTER - 2

Major 1.6: Critical Survey of Shastric Literature

Course objectives:

1. To enable students to know the Ancient Indian Shastric Literature.
2. To impart knowledge of some important texts and authors who possessed knowledge on Medical Science, Aeronautics, Music, Dances, Paintings etc.
3. To prepare students to exhibit their ancient Knowledge System.
4. To introduce the contribution of Charak, Sushrut, Bharat, Nagarjun, Paalkaapya etc.

Learning Outcomes:

After the completion of the course, the students will:

1. Describe the importance and contribution of medicine (Cikitsā), Botany (Vanaspati), and Chemistry (Rasāyaṇśāstra).
2. Highlight the importance of Music (Saṅgīta), Dance (Nṛtya), Erotics (Kāmaśāstra), and other similar disciplines.
3. Acquire the ability to explain certain aspects of the ancient scientific tradition.
4. Be able to introduce the sciences of lexicography (Kośa), Aviation (Vimāna), and others.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.6	Critical Survey of Shastric Literature	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Medical Science (चिकित्साशास्त्रम्)
- Botany (वनस्पतिशास्त्रम्)
- Rasayana (रसायनशास्त्रम्)

Unit II **Credit 1**

- Music (संगीतशास्त्रम्)
- Dance (नृत्यशास्त्रम्)
- Kaamshastra (कामशास्त्रम्)

- Painting (चित्रकला)

Unit III **Credit 1**

- Lexicography (कोशशास्त्रम्)
- Vimanshastra (वैमानिकशास्त्रम्)
- Equine Science (अश्वशास्त्रम्)
- Elephant-lore (गजशास्त्रम्)

Unit IV **Credit 1**

- Origin and Development, Importance, Relevance, Contribution to the Societies, Area and Scope of these Shastras.

Essential/Recommended Readings/Texts:

- Introduction of Charaka-Samhita, Sushruta-samhita, Ashtaanga-Hriday,
- Upavanvinod, Natyashastra, Kaamsutra, Nirukt, Amarakosh, Vachaspatyam, Shabdakalpadrum etc.

Additional Readings:

1. Keith, A.B. History of Classical Sanskrit Literature. Delhi: MLBD; हिन्दी अनुवाद: मंगलदेव शास्त्री, दिल्ली : मोतीलाल बनारसीदास। (1920)
2. Shastri, M. Krishnamachariyar. History of Classical Sanskrit Literature. Delhi : MLBD. (1937, 1st ed.)
3. Shastri, Gaurinath. A Concise History of Sanskrit Literature. Delhi : MLBD. (1947)
4. सूर्यकान्त, डॉ., संस्कृत वाङ्मय का विवेचनात्मक इतिहास। (वर्ष उपलब्ध नहीं)
5. बाशम ए. एल. (1995), अद्भुत भारत, अनु० पाण्डेय वेंकटेशचन्द्र, आगरा: शिवलाल अग्रवाल एण्ड कम्पनी।
6. शर्मा, डॉ. उमाशंकर, (2014), संस्कृत साहित्य का इतिहास।
7. संस्कृत वाङ्मय में विज्ञान का इतिहास, (2014), दिल्ली : एन. सी. ई. आर. टी.।
8. गोयल, प्रीतिप्रभा, (2016), संस्कृत साहित्य का इतिहास, जोधपुर : राजस्थानी ग्रन्थगार।
9. मिश्र, पंकज कुमार, डॉ., (2019), चार्वाक, दिल्ली : शिबालिक प्रकाशन।
10. त्रिपाठी, राधावल्लभ, (2021), संस्कृत साहित्य का अभिनव इतिहास, वाराणसी : विश्वविद्यालय प्रकाशन।

Difficulty Level
100-199

Credits - 4
Hours - 60

Major 1.7: Sanskrit Epics

Course objectives:

1. To enable students to read simple classical Sanskrit.
2. To enable students to have a sense of the great impact of the epics on Indian life and literature.
3. To impart knowledge of some important segments in the Gita and the Ramayana.
4. To introduce Advaita philosophy through Shankaracharya's commentary on the Gita.

Learning Outcomes:

After the completion of the course, the students will:

1. Explain the refutation of Jābāli's views by Rāma.
2. Discuss the Vālmīki Rāmāyaṇa as a source of Sanskrit literature.
3. Explain the Advaita philosophical principle (tattva) in the Bhagavadgītā (Chapter 2, verses 11 to 25).
4. Describe the Mahābhārata as a source of Indian knowledge and values.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.7	Sanskrit Epics	04	0	0	04

Details of Course:

Unit I Refutation of Jabali's opinion by Rama. **Credit 1**

- Verses 1 to 27 of the 109th sarga of the Ayodhyakanda of the Valmiki Ramayana. (जाबालेस्तु वचः श्रुत्वा.......इति श्लोकात् कार्याकार्यविचक्षणः इति श्लोकपर्यन्तम्)

Unit II Ramayana as the source of Sanskrit literature. **Credit 1**

- Ramayana as the source book for Indian values – Ideal king, Ideal family, Ideal Polity, Ideal society, Ideal character.
- Valmiki Ramayana as the source book for Sanskrit literature – Epics, Dramas, Lyric poetry, Adhyātma Ramayana, Adbhuta Ramayana.
- Works in Indian languages based on the Ramayana.

Unit III Advaita Philosophy. **Credit 1**

- Bhagavadgeeta with Shankarbhashya of 2nd Chapter, verse 11 to verse 25.

Unit IV Mahabharata as the source book of Sanskrit literature. **Credit 1**

- Mahabharata as the source book for Indian knowledge and values.
- Mahabharata as the source book for Sanskrit literature – Dramas & Mahakavyas.
- Works in Indian languages based on the Mahabharata.

Essential/Recommended Readings/Texts:

1. Valmiki Ramayana – Valmiki.iitk.ac.in
2. भगवद्गीता, शाङ्करभाष्य अनुवाद सहित, अनुवादक श्रीहरिकृष्णदास गोयन्दका, गोरखपुर : गीता प्रैस।
3. शास्त्री, शिवनारायण, गीताभाष्यनवाम्बरा।

Additional Readings:

1. Tapasyananda, Swami. (1984). Śrimadbhagavadgītā The Scripture of Mankind. Sri Ramakrishna Math.
2. Warrior, A.K. Bhagawadgita with the commentary of Shankaracharya.
3. Radhakrishnan, S. Bhagawadgita.

Difficulty Level 100-199

Credits - 4
Hours - 60

Major 1.8: Fundamentals of Ayurveda

Course Objectives:

1. To introduce the fundamental principles and concepts of preventative and curative medicine in Āyurveda.
2. To promote understanding of health maintenance through traditional Ayurvedic practices.
3. To educate learners on the importance of diet and nutrition in achieving holistic well-being.

Learning Outcomes:

After the completion of the course, the students will:

1. Describe the ancient tradition of the Indian medical system.
2. Explain the fundamental principles of Āyurveda.
3. Be prepared to describe the basic structure and principles of the eight branches (Aṣṭāṅga) of Āyurveda.
4. Explain the influence of seasonal regimen (Ṛtucaryā) and social behavior (Sāmājikavyavahāra) on health.
5. Explain the eight methods (Upāya) of diagnosing disease (Roganidāna).

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.8	Fundamentals of Ayurveda	04	0	0	04

Details of Course:

Unit I Introduction to Āyurveda **Credit 1**

- History of Āyurveda in the pre-Charaka period.
- The two schools of Āyurveda - Dhanvantari and Punarvasu.
- **Ācāryas of Āyurveda:** Charaka, Sushruta, Vagbhata, Madhava, Sharngadhara and Bhavamishra
- Basic Principles of Āyurveda-
  - The Pancamahābhūtas: Ākāśa (Space), Vāyu (Air), Tejas or Agni (Fire), Jala (Water) and Prithivī (Earth).
  - The Triguṇas: Sattva, Rajas and Tamas.
  - The Tridoṣas: Vāta, Pitta and Kapha.
  - The Saptadhātus: Rasa (fluid), Rakta (blood), Māṁsa, Meda (fat) Asthi, Majjā and Śukra.
  - The Trayodaśāgnis: Jatharāgni (gastric fire), Saptadhātvagni and Pancabhūtāgni.

- The Trimalas: Purīṣā (faeces), Mūtra (urine) and Sveda (sweat).

Unit II Eight branches of Āyurveda (Aṣṭāṅga Āyurveda): Credit 1

- Kāycikitsā (General Medicine)
- Kaumārabhṛtya (Pediatrics)
- śalyatantra (Surgery)
- Śālākya-Tantra (Ent. and Ophthalmology)
- Bhūta Vidyā (Psychiatry Medicine).
- Viṣa Vijñāna (Toxicology).
- Rasāyana (Rejuvenates).
- Vājīkaraṇa (Aphrodisiac).

Unit III Lifestyle and Preventive Medicine: Credit 1

- Understanding Health and Disease in Āyurveda.
- Ayurvedic SvasthaVṛtta (Preventive Medicine): Seasonal regimen & Social Conduct and its effect on health.
- **Carakasaṁhitā – Sūtra-sthānam (Tasyāśitīyādhyāya)**
- Regimen of Six Seasons (Ṛtucharyā): Hemanta (Early Winter), Śiśira (Winter), Vasanta (Spring), Grīṣma (Summer), Varṣā (Rainy) and Śarada (Autumn).

Unit IV Diagnosis of illness (Roga-Parīkṣaṇa) Credit 1

- Eight ways of diagnosing illness-
  - Nāḍī (Pulse Examination)
  - Mūtra (Urine Examination)
  - Mala (Stool Examination)
  - Jihvā (Tongue Examination)
  - Śabda (Speech Examination)
  - Sparśa (Touch Examination)
  - Dṛk (Vision Examination)
  - Ākriti (Appearance)
- Pancha kosha -
  - The holistic concept of body in Indian Medicine Based on Taittirīyopaniṣad. (Bhriguvalli, Anuvāka 1-6)

Essential/Recommended Readings/Texts:

1. Sharma, Priya Vrat. (1999). Essentials of Āyurveda: Sodasangahṛdayam, Motilal Banarsidass Publishers.
2. Athavale, V.B. (2005). Basic Principles of Āyurveda. New Delhi : Chaukhamba Sanskrit Pratishthan.
3. Singh, R.H. (2009). Body, Mind, Spirit – Integrative Medicine in Ayurveda, Yoga and Nature Cure. Varanasi : Chowkhamba Surbharti Pratishthanam.

4. आयुर्वेद का साहित्यिक इतिहास, इलाहाबाद : हिन्दी साहित्य सम्मेलन।

Additional Readings:

1. Sharma, P. V. (Ed. & Tran.). (1981–1994). *Charaka Samhita* (Vols. 1–4). Varanasi : Chaukhamba Sanskrit Series.
2. Dash, Bhagavan, Vaidya, & Junius, M. M. (1987). *A Handbook of Āyurveda*. New Delhi : Concept Publishing Co.
3. Srikantha Murthy, K. R. S. (Trans.). (1991–1992). *Vagbhata, Astanga Hridayam* (Vols. 1–2). Varanasi : Krishnadas Academy.
4. Sharma, R. K., & Dash, B. (Eds. & Trans.). (1992–2000). *Charaka Samhita* (Vols. 1–6). Varanasi : Chaukhamba Sanskrit Series.
5. Bhishagratna, K. K. (Ed. & Tran.). (2002). *Sushruta Samhita* Volumes I and II. Varanasi : Chowkhamba Sanskrit Series.
6. Srikantha Murthy, K. R. S. (Trans.). (2001). *Sharangadhara Samhita: A treatise on Āyurveda*. Varanasi : Chaukhamba Orientalia.
7. Godagama, S. (2004). *The Handbook of Āyurveda*. Berkeley: North Atlantic Books.
8. Valiathan, M. S. (2007). *The Legacy of Suśruta*. Hyderabad : Universities Press.
9. Tripathi, R. D. (2011). *Vāgbhaṭa's Aṣṭāṅg-saṅgraha*. Delhi : Chowkhamba Sanskrit Pratishthanam.
10. Murthy, K. R. S. (2012). *Illustrated Susruta Samhita*. Varanasi : Chaukhamba Orientalia.
11. Susruta (Author), & Bhishagratna, K. L. (Ed. & Tran.). (2012). *An English Translation of the Sushruta Samhita* (Based on Original Sanskrit Text; with Notes, Comparative Views, Index, Glossary). Nabu Press.
12. Valiathan, M. S. (2013). *An Introduction to Āyurveda*. New Delhi : Universities Press (India) Pvt Ltd.
13. Charak Samhita E-text. Retrieved from http://www.charakasamhita.com/
14. Āyurveda Principles. Retrieved from http://www.tkdl.res.in/tkdl/langdefault/ayurveda/Ayu_Principles.asp?GL=#q1

Difficulty Level 100-199

Credits - 4
Hours - 60

Major 1.9: Web Application Development for Sanskrit

Course Objectives:

1. To introduce web page development techniques using Sanskrit and other Indian languages.
2. To develop practical skills in creating multilingual web applications with a focus on Sanskrit content.
3. To encourage the use of modern digital tools for the preservation and promotion of Sanskrit.
4. To bridge the gap between classical language learning and contemporary digital platforms.

Learning Outcomes:

After the completion of the course, the students will:

1. Gain a basic understanding of web applications with reference to Sanskrit.
2. Develop simple front-end web pages using HTML and CSS.
3. Understand fundamentals of data storage and databases for web applications.
4. Apply basic concepts of JavaScript and Python for dynamic web development.
5. Use Unicode Devanāgarī typing tools (computer, online, voice, mobile) for Sanskrit content creation.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.9	Web Application Development for Sanskrit	04	0	0	04

Details of Course:

Unit I Brief Introduction to Web Applications for Sanskrit. **Credit 1**

- Front End.
- Web Server.
- Back End.

Unit II Front End and Back End development in Sanskrit. **Credit 1**

- Basics of Hyper Text Markup Language (HTML)
- Basics of Cascading Style Sheets (CSS)
- Basics of Data storage (files)
- Basics of Data Bases.

Unit III Web Servers. **Credit 1**

- Basics JavaScripts (JS)
- Basics of Python.

Unit IV Typing Tools for Unicode Devanagari (Sanskrit) Credit 1

- Computer program for typing.
- Online typing tools.
- Voice typing tools.
- Mobile Typing.

Essential/Recommended Readings/Texts

1. Chandra, Subhash. (2017). *Masheenee Anuvad (Machine Translation)*. New Delhi: Vidya Nidhi Prakashana.
2. Chandra, Subhash. (2021). *Bhaasa Sanganan (Language Computing)*, New Delhi: Upasana Publications.
3. Various e-resources and online tools suggested by teachers.

Additional Readings:

1. HTML Tutorial - W3Schools: https://www.w3schools.com/html/
2. CSS Tutorial - W3Schools: https://www.w3schools.com/css/default.asp
3. JS Tutorial - W3Schools: https://www.w3schools.com/js/default.asp
4. Python Tutorial- W3Schools: https://www.w3schools.com/python/default.asp
5. SQL Tutorial- W3Schools: https://www.w3schools.com/sql/default.asp

Difficulty Level 100-199

Credits - 4
Hours - 60

Major 1.10: Fundamentals of Bhāratīya jñāna paramparā

Course Objectives:

1. To understand the fundamentals, historical development and key domains of the Indian Knowledge System (IKS).
2. To learn traditional methods of knowledge acquisition and recognize the contributions of IKS to global knowledge.
3. To examine the relevance of IKS in the modern world and explore its applications in contemporary contexts.
4. To promote cross-cultural dialogue and encourage the integration of IKS with other global knowledge systems.
5. To inspire interdisciplinary research and foster the blending of traditional wisdom with modern innovation.

Learning Outcomes:

After completion of the course, the students will:

1. Explore the main components of the Indian Knowledge Tradition.
2. Explain the significance of the Indian Knowledge Tradition.
3. Describe the historical development of the Indian Knowledge Tradition in various subjects.
4. Analyze philosophy, mathematics, medicine, etc., within the Indian Knowledge Tradition.
5. Evaluate the relevance of the Indian Knowledge System in addressing contemporary challenges in education, health and sustainability.
6. Describe the Oral Tradition (Śrutiparamparā).

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.10	Fundamentals of Bhāratīya jñāna paramparā	04	0	0	04

Details of Course:

Unit I Introduction of Bhāratīya jñāna paramparā. **Credit 1**

- Background and significance.
- Objective of the paper.

Unit II Historical Development of the Indian Knowledge System. **Credit 1**

- Vedic Period: The Foundation of Indian Thought.
- Upanishadic Era: Quest for Ultimate Reality.
- Classical Age: Synthesis of Philosophy, Science and Arts.

Unit III Key Dimensions of the Indian Knowledge System. Credit 1

- Philosophy and Spirituality.
- Mathematics and Astronomy.
- Medicine and Ayurveda.
- Linguistics and Grammar.
- Arts and Literature.

Unit IV Epistemology and Methods of Knowledge Acquisition. Credit 1

- Shruti and Smriti: Oral and Textual Traditions.
- Guru-Shishya Parampara: Teacher-Student Tradition.
- Yoga and Meditation: Self-Realization and Higher States of Consciousness.
- Observation and Empirical Analysis.

Essential/Recommended Readings/Texts:

1. Brown, P. (1959). *Indian Architecture: Buddhist and Hindu Periods*. Bombay : D.B. Taraporevala Sons.
2. Taimni, I. K. (1961). *The Science of Yoga*. Adyar: The Theosophical Publishing House.
3. Patanjali. (1950). *The Yoga Sutras of Patanjali*, Swami Sivananda. Rishikesh : The Divine Life Society.
4. Swami Prabhavananda and Isherwood, C. (1997). *The Yajurveda*. Kolkata : Advaita Ashrama.
5. Chanakya. (1992). *The Arthashastra*, Translated by L. N. Rangarajan. New Delhi : Penguin Books.
6. Swami Sivananda. (2005). *The Samaveda*. Rishikesh: The Divine Life Society.
7. Beck, G. L. (2006). *Indian Music: A Brief Introduction*. New Delhi : Oxford University Press.
8. Vyasa. (2007). *The Bhagavad Gita*, Translated by Eknath Easwaran. Petaluma : Nilgiri Press.
9. Joshi, N. P. (2009). *The Atharvaveda*. Gorakhpur : Gita Press.
10. Shankar, N. S. (2015). *The Rigveda*. New Delhi : Harper Collins.
11. Valmiki. (2015). *The Ramayana*, Translated by C. Rajagopalachari. Mumbai : Bharatiya Vidya Bhavan.
12. Vyasa. (2015). *The Mahabharata*, Translated by C. Rajagopalachari. Mumbai : Bharatiya Vidya Bhavan.

Additional Readings:

1. Prabhavananda, Swami and Manchester, Frederick. (1957). *The Upanishads*, Revised edition. New York : New American Library.
2. Hamilton, Sue. (2001). *Indian Philosophy: A Very Short Introduction*. Oxford : Oxford University Press.

3. Danino, Michel. (2010). *The Lost River: On the Trail of the Sarasvati*. New Delhi : Penguin Books.
4. Eck, Diana L. (2012). *India: A Sacred Geography*. New York : Harmony Books.

SECOND YEAR: MAJOR PAPERS

Difficulty Level
200-299

Credits - 4
Hours - 60

SEMESTER - 3

Major 2.1: Classical Sanskrit Literature III - Drama

Course Objectives:

1. Acquaint students with two of the most renowned dramaturgical works of Sanskrit literature.
2. Illustrate the developmental phases of Sanskrit drama through these seminal texts.
3. Provide exposure to the historical, cultural and aesthetic contexts of classical Sanskrit theatre.
4. Familiarize students with foundational principles of dramaturgy as reflected in Sanskrit literary traditions.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to describe the purpose and design (Parikalpanā) of Abhijñānaśākuntala.
2. Critically analyze cultural, political, moral, religious and social issues as depicted in the prescribed texts.
3. Be able to explain the unique characteristics of Viśākhadatta's Mudrārākṣasa.
4. Be able to describe the origin and development of Sanskrit dramas (Rūpaka).
5. Discuss the vocabulary (Padāvalī) used in dramas.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 2.1	Classical Sanskrit Literature III – Drama	04	0	0	04

Details of Course:

Unit I Abhijānaśākuntalam- Act I & IV. **Credit 1**

- Text Reading.
- Grammar and linguistic analysis.
- Translation and explanation of passages.
- Introduction to the author - Kālidāsa.
- Purpose and design of *Abhijñānaśākuntalam.*
- Popular sayings about Kālidāsa.
- Poetic excellence in the text.
- Plot structure and sequence of the drama.
- Timing of action within the play.

- Personification of nature in the text.
- Linguistic style of Kālidāsa.
- Concepts of **Dhvani** (suggestion) in the play.
- Kālidāsa's use of **Upamā** (simile)
- Other interpretative and analytical issues related to the text.

Unit II Text: Mudrārākṣasa by Viśākhadatta. Credit 1

Acts prescribed:

- Act I.
- Act II.
- Act III.
- Text Reading.
- Grammar and linguistic analysis.
- Translation and explanation of passages.
- Introduction to the author — Viśākhadatta.
- Purpose and design of *Mudrārākṣasa.*
- Poetic excellence in the text.
- Plot structure and sequence of the drama.
- Timing of action within the play.
- Thematic analysis of the drama.
- Other interpretative and analytical issues related to the text.

Unit III Critical Survey of Sanskrit Drama. Credit 1

- Origin of Sanskrit Drama.
- Developmental phases of Sanskrit Drama.
- Prominent dramatists and their works:
  - Bhāsa
  - Śūdraka
  - Śrīharṣa
  - Bhavabhūti
  - Bhaṭṭanārāyaṇa

Unit IV Key Dramaturgical Terms (Nāṭyaśāstra tradition) Credit 1

- Nāndī
- Prastāvanā
- Sūtradhāra
- Pāripārśvika
- Vidūśaka
- Kañcukī
- Viṣkambhaka
- Praveśaka
- Chūlikā
- Aṅkāsya
- Aṅkāvatāra
- Prakāśa

- Svagata
- Bharata-vākya

Essential/Recommended readings/Texts:

1. शर्मा, उमाशंकर, डॉ., (2014), संस्कृत साहित्य का इतिहास, वाराणसी : चौखम्भा भारत अकादमी।
2. शास्त्री, वेदप्रकाश, (2015), अभिज्ञानशाकुन्तलम्, वाराणसी : चौखम्बा विद्याभवन।
3. पन्त, सुबोधचन्द्र, अभिज्ञानशाकुन्तलम्, दिल्ली : मोतीलाल बनारसीदास।
4. शास्त्री, सुरेन्द्रदेव, अभिज्ञानशाकुन्तलम्, इलाहाबाद : रामनारायण बेनीप्रसाद।
5. आचार्य, नारायणराम, अभिज्ञानशाकुन्तलम्, निर्णयसागर प्रेस।
6. मुद्राराक्षसम्, वाराणसी : चौखम्बा विद्याभवन।
7. विद्यालंकार, मुद्राराक्षसम्, मेरठ : साहित्य भण्डार।
8. त्रिपाठी, रमाशंकर, मुद्राराक्षसम्, वाराणसी।
9. उपाध्याय, भगवतशरण, कालिदास, कवि और काव्य, काशी : भारतीय ज्ञानपीठ।
10. द्विवेदी, हजारीप्रसाद, कालिदास की लालित्य योजना, राजकमल प्रकाशन।
11. मिश्र, पंकज कुमार, शाकुन्तलविषयक रम्यत्व की अवधारणा, दिल्ली : परिमल पब्लिकेशन।
12. Devadhar, C. R. (Ed.), *Abhijñanaśākuntalam*, Delhi : MLBD.
13. Kale, M. R. (Ed.), *Abhijnanasakuntalam*, Delhi : MLBD.
14. Gadakar, Gajendra (Ed.); Bose, Ramendramohan, *Abhijñanasakuntalam*, Calcutta : Abhijñanas Agency, 10 College Square.
15. Kale, M. R. (Ed.). *Mudrārāksasam*, Delhi : MLBD.
16. Telang, K. T. (Ed.), *Mudraraksasam*, Delhi : Nag Publishers.

Additional Readings:

1. Keith, A.B. (1970), Sanskrit Drama, London : Oxford University Press.
2. Bhat, G.K. (1975), Sanskrit Drama, Dharwar : Karnataka University Press.
3. Dalal, Minakshi, Conflict in Sanskrit Drama, Somaiya Publication Pvt. Ltd.
4. Dikshit, Ratnamayi, Women in Sanskrit Dramas, Delhi : Meherchand Lachhman Das.
5. Wells, Henry W., Six Sanskrit Plays, Bombay : Asia Publishing House.

Difficulty Level 200-299

Credits - 4 Hours - 60

Major 2.2 Sanskrit Bhasha Vijnana

Course Objectives:

1. Acquaint students with the basic knowledge of Sanskrit linguistics.
2. Familiarize learners with key concepts and theories of modern linguistics.
3. Encourage students to analyze Sanskrit language from a linguistic perspective using modern linguistic frameworks.
4. Bridge classical Sanskrit grammatical traditions with contemporary linguistic approaches.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to analyze the nature and form of language and linguistics (Bhāṣāvijñāna).
2. Examine Sanskrit language structures in light of theories propounded by modern linguistics.
3. Be prepared to explain the mutual relationship between Indo-European languages and Sanskrit.
4. Apply comparative linguistic methods to analyze Sanskrit within the Indo-European language family.
5. Be able to provide a historical account of Sanskrit linguistics (Bhāṣāvijñāna).

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 2.2	**Sanskrit Bhasha Vijnana**	**04**	**0**	**0**	**04**

Details of Course:

Unit I Nature of Language and Linguistics. **Credit 1**

- Nature of Language.
- Definition of Language.
- Characteristics of Language.
- Nature of Linguistics.
- Main Branches of Linguistics.
- Utility and Applications of Linguistics.

Unit II Parts of Linguistics in context of Sanskrit. **Credit 1**

- Phonetics and Phonology.
- Morphology.
- Syntax.
- Semantics.

Unit III Comparative study of Indo-European languages and Sanskrit. Credit 1

- Concept of Proto-Indo-European Language.
- Modern Evaluation of Proto-Indo-European Theory.
- Overview of Indo-European Language Family.
- Relationship between Indo-European languages and Sanskrit.

Unit IV Historical Overview of Sanskrit Linguistics. Credit 1

- General Introduction to Sanskrit Linguistics.
- General Introduction to Comparative Linguistics.
- Historical Overview of Sanskrit Linguistics.

Essential/Recommended readings/Texts:

1. Jesperson, Otto. (1954), Language: Its Nature, Development and Origin. London: George Allen & Unwin.
2. व्यास, भोलाशंकर, (1957), संस्कृत का भाषाशास्त्रीय अध्ययन, वाराणसी : चौखम्बा विद्याभवन।
3. तिवारी, भोलानाथ, (1974), तुलनात्मक भाषाविज्ञान, दिल्ली : मोतीलाल बनारसीदास।
4. Ghosh, B.K. (1977). Linguistic Introduction to Sanskrit. Calcutta: Sanskrit Pustak Bhandar.
5. Burrow, T. (1991). Sanskrit Language (also trans. into Hindi by Bholashankar Vyas). Varanasi: Chaukhamba Vidya Bhawan.
6. तिवारी, भोलानाथ, (1992), भाषाविज्ञान, इलाहाबाद : किताबमहल।
7. Crystal, David. (1997). The Cambridge Encyclopedia of Language. Cambridge: Cambridge University Press.
8. द्विवेदी, कपिलदेव, (2001), भाषाविज्ञान एवं भाषाशास्त्र, वाराणसी : विश्वविद्यालय प्रकाशन।
9. Gune, P.D. (2005). Introduction to Comparative Philology. Delhi: Chaukhamba Sanskrit Pratisthan.
10. शर्मा, देवेन्द्रनाथ, (2014), भाषाविज्ञान की भूमिका, दिल्ली : राधाकृष्ण प्रकाशन।
11. शर्मा, देवीदत्त, भाषिकी और संस्कृत भाषा, चंडीगढ़ : हरियाणा साहित्य अकादमी।
12. शर्मा, देवीदत्त, संस्कृत का ऐतिहासिक एवं संरचनात्मक परिचय, चंडीगढ़ : हरियाणा साहित्य अकादमी।
13. सिंह, कर्ण, भाषा विज्ञान, मेरठ : साहित्य भण्डार, सुभाष बाज़ार।

Additional Readings:

1. Taraporewala. (1962). Elements of the Science of Language. Calcutta : Calcutta University Press.

2. Murti, M. (1984). An Introduction to Sanskrit Linguistics. Delhi : D.K. Srimannarayana Publication.
3. Verma, S.K. Modern Linguistics. Delhi : Oxford University Press.
4. Woolner, A.C. Introduction to Prakrit. Varanasi : Bhartiya Vidya Prakashan.

Difficulty Level 200-299

Credits - 4
Hours - 60

Major 2.3: Indian Epigraphy I

Course Objectives:

1. Acquaint students with the basic knowledge of epigraphical resources in Sanskrit.
2. Introduce inscriptions as a direct source reflecting the society, politics, geography and economy of ancient times.
3. Enable learners to understand different styles and scripts of Sanskrit writings through epigraphy.
4. Equip students with the ability to interpret inscriptions for historical reconstruction.

Learning Outcomes:

After the completion of the course, the students will:

1. Explain the introduction to and types of various inscriptions (Śilālekha).
2. Describe the relationship between epigraphy (Purālekha) and history.
3. Analyze inscriptions as historical evidence and cultural evidence.
4. Be able to write ancient Indian scripts
5. Be able to provide a general introduction to ancient Indian chronology (Prācīnabhāratīyakālakrama).

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 2.3	**Indian Epigraphy I**	**04**	**0**	**0**	**04**

Details of Course:

Unit I Epigraphy. **Credit 1**

- Introduction to Epigraphy (definition and scope)
- Types of Inscriptions (classification and examples)
- Role of Indian inscriptions in reconstructing Ancient Indian History and Culture.

Unit II History of Epigraphical Studies in India. **Credit 1**

- History of Epigraphical studies in India.
- History of decipherment of ancient Indian scripts.
- Contributions of eminent Indologists in the field of epigraphy:
    - J.F. Fleet.
    - Alexander Cunningham.
    - James Prinsep.
    - Georg Bühler.
    - D.C. Sircar.
    - Gaurishankar Ojha.

- Rajbali Pandey.
- R.G. Bhandarkar.

Unit III: Paleography. **Credit 1**

- Antiquity of the art of writing in India.
- Writing materials, inscribers (writers) and libraries in ancient India.
- Introduction to ancient Indian scripts:
    - Reading and writing skills of Aśokan Brāhmī script.
    - Introduction to Gupta Brāhmī.
    - Introduction to Kharoṣṭhī script.
    - Introduction to Śāradā script.
    - Introduction to Kuṭila script.

Unit IV: Chronology. **Credit 1**

- General introduction to ancient Indian chronology.
- System of dating inscriptions (including chronograms)
- Major eras used in inscriptions:
    - Saptarṣi Era
    - Kali Era
    - Vīra Saṃvat (Jain Era)
    - Bauddha Saṃvat (Buddhist Era)
    - Maurya Saṃvat
    - Vikrama Era
    - Śaka Saṃvat
    - Gupta Saṃvat
    - Harṣa Saṃvat
    - Solar Year and Lunar Year (calendrical systems)

Essential/Recommended readings/Texts:

1. ओझा, गौरीशंकरहीराचन्द, (1918), भारतीय प्राचीन लिपिमाला, अजमेर।
2. Sircar, D.C., (1965), Select Inscriptions (Vol. I), Calcutta.
3. ब्यूलर, जॉर्ज, (1966), भारतीय पुरालिपि शास्त्र, (हिन्दीअनुवादः मङ्गलनाथ सिंह), दिल्ली : मोतीलाल बनारसीदास।
4. झा, बन्धु, (1968), उत्कीर्णलेखपञ्चकम्, वाराणसी।
5. नारायण, अवध किशोर एवं वर्मा, ठाकुरप्रसाद, (1970), प्राचीनभारतीय लिपिशास्त्र और अभिलेखिकी, वाराणसी।
6. राणा, एस.एस., (1978), भारतीय अभिलेख, दिल्ली : भारतीय विद्याप्रकाशन।

7. पाण्डे, राजबली, (1978), भारतीय पुरालिपि, इलाहाबाद : लोकभारती प्रकाशन।
8. राही, ईश्वरचन्द, (1983), लेखनकला का इतिहास (खण्ड 1—2), लखनऊ: उत्तरप्रदेश हिन्दी संस्थान।
9. सरकार, डी.सी., (1996), भारतीय पुरालिपिविद्या, (हिन्दी अनुवादः कृष्णदत्त वाजपेयी), दिल्ली : विद्यानिधि प्रकाशन।
10. सैनी, रणजीत सिंह, (2000), अभिलेख-मंजूषा, दिल्ली : न्यूभारतीय बुक कार्पोरेशन।
11. मुले, गुणाकर, (2003), अक्षरकथा, दिल्ली : प्रकाशन विभाग, भारत सरकार।
12. काम्बोज, जियालाल, उत्कीर्णलेखस्तबकम्, दिल्ली : ईस्टर्न बुकलिंकर्स।
13. सहाय, शिवस्वरूप, भारतीय पुरालेखों का अध्ययन, दिल्ली : मोतीलाल बनारसीदास।

Additional Readings:

1. Dani, A. H. (1963). *Indian Paleography*. Oxford.
2. Satyamurty, K. (1992). *Text Book of Indian Epigraphy*. Delhi : Lower Price Publication.
3. Pillai, S. K. & Ramchandran, K. S. (2003). *Indian Chronology (Solar, Lunar and Planetary)*. Asian Educational Service.
4. Mishra, V. K. (2020). *Calenders of Indian*. Delhi : Motilal Banarsidass.

Difficulty Level 200-299

Credits - 4
Hours - 60

Major 2.4: Environmental Awareness in Sanskrit Literature

Course Objectives:

1. Acquaint students with the basic concepts of Indian Environmental Science.
2. Highlight salient features of environmental awareness as reflected in Vedic and Classical Sanskrit literature.
3. Explore the relationship between national culture, environmental conditions and human behavior towards natural resources.
4. Emphasize nature-friendly thoughts and philosophies embedded in Sanskrit literature that have benefited humanity over centuries.
5. Examine ancient religious practices and their role in protecting nature and conserving natural resources.
6. Encourage students to appreciate the ecological wisdom and sustainable practices found in traditional Indian texts.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to explain the current inseparable relationship of living beings with nature (i.e., nature is equally connected with all living beings).
2. Identify environmental themes in Vedic literature and describe measures for their protection.
3. Be able to discuss environmental topics in the Purāṇas and classical Sanskrit literature.
4. Be able to interpret environmental themes described in Kālidāsa's literature.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 2.4	Environmental Awareness in Sanskrit Literature	04	0	0	04

Details of Course:

Unit I Science of Environment. **Credit 1**

- Modern Challenges and Crises of Environment.
  - Global warming.
  - Climate change.
  - Ozone layer depletion.
  - Explosive increase in pollution.
  - Decrease in underground water level.
  - River pollution.

- Large-scale deforestation.
- Natural calamities — floods, droughts, earthquakes.

- Environmental Consciousness in Sanskrit Literature.
  - Concept of 'Mother Earth' and worship of rivers in Vedic literature.
  - Protection and preservation of nature in Sanskrit texts.
  - Ancient practices of planting trees and water preservation techniques.
  - Buddhist and Jain ecological concepts:
    - Protection of trees.
    - Love for animals and birds.

Unit II Environmental Awareness in Vedic Literature. Credit 1

- Environmental Issues and Ecosystem in Vedic Literature.
  - Divinity of Nature and coordination among natural forces.
  - Equivalent Sanskrit terms for environment in Atharvaveda:
    - Vṛtavṛta (12.1.52)
    - Abhivarah (1.32.4)
    - Avṛtaḥ (10.1.30)
    - Parivṛta (10.8.31)
- Five basic elements (Aitareya Upaniṣad 3.3):
  - Earth
  - Water
  - Light
  - Air
  - Ether
- Three key constituents of environment (Atharvaveda 18.1.17):
  - Jala (Water)
  - Vāyu (Air)
  - Oṣadhi (Plants)
- Natural sources of water (Ṛgveda 7.49.2):
  - Divyah (Rain water)
  - Sravanti (Natural Spring)
  - Khanitrimah (Wells & canals)
  - Svayamjah (Lakes)
  - Samudrārthah (Rivers)
- Environment Preservation in Vedic Literature.
  - Five elementary sources (Atharvaveda 3.21.10):
    - Parvat (Mountain)
    - Soma (Water)
    - Vāyu (Air)
    - Parjanya (Rain)

    - Agni (Fire)
- Environment protection from Sun:
    - Ṛgveda (1.191.1-16)
    - Atharvaveda (2.32.1-6)
    - Yajurveda (4.4, 10.6)
- Congenial atmosphere via union of herbs & sun rays (Atharvaveda 5.28.5)
- Vedic concept of Ozone-layer "Mahat ulba" (Ṛgveda 10.51.1) (Atharvaveda 4.2.8)
- Importance of plants & animals in ecosystem preservation (Yajurveda 13.37)
- Eco-friendly concepts in Upaniṣads:
    - Bṛhadāraṇyaka Upaniṣad (3.9.28)
    - Taittirīya Upaniṣad (5.101)

Unit III Environmental Awareness in Purāṇas & Classical Sanskrit Literature. Credit 1

- Environmental Awareness & Tree Plantation.
- Planting trees as pious activity:
    - Matsya Purāṇa (59.159; 153.512)
    - Varāha Purāṇa (172.39)
- Trees to be planted by king (Śukranīti 4.58-62)
- Plantation & preservation as king's duty (Arthaśāstra 2.1.20)
- Punishments for destroying plants (Arthaśāstra 3.19)
- Tree plantation for groundwater recharge (Bṛhatsaṁhitā 54.119)
- Environmental Awareness & Water Management.
- Types of water canals (Kulyā):
    - Nādimātṛ mukha kulyā (from river)
    - Parvataparsva vartini kulyā (from mountain)
    - Hṛdasṛta kulyā (from pond)
- Preservation of water resources - Vāpi, Kūpa and Taḍāga:
    - Agnipurāṇa (209-2)
    - Vālmīki Rāmāyaṇa (2.80.10-11)
- Water harvesting system (Arthaśāstra 2.1.20-21)
- Underground water hydrology (Bṛhatsaṁhitā, Dakāgalādhyāya ch.54)

Unit IV Universal Environmental Issues in Kālidāsa's Literature. Credit 1

- Eight elements of environment & Aṣṭamūrti Śiva (Abhijñānaśākuntalam)
- Preservation themes in Kālidāsa's works:
    - Forest, water resources, natural resources.
    - Protection of animals, birds, plants.
- Environmental awareness in Abhijñānaśākuntalam (Drama)
- Ecosystem of Indian monsoon in Meghadūta.
- Seasonal weather conditions of Indian subcontinent in Ṛtusaṁhāra.

- Himalayan ecology in Kumārasaṁbhava.
- Oceanography in Raghuvaṁśa (Canto 13)

Essential/Recommended readings/Texts:

1. ठाकुर, आद्यादत्त, (1967), *वेदों में भारतीय संस्कृति*, लखनऊ : हिन्दी समिति।
2. शास्त्री, उदयवीर, (1968), *कौटिलीय अर्थशास्त्र — हिन्दी अनुवाद*, दिल्ली : मेहरचन्द लछमनदास।
3. मिश्र, ब्रह्मशंकर, (1968), *शुक्रनीति — हिन्दी अनुवाद*, वाराणसी : चौखम्बा संस्कृत सीरीज।
4. सत्यकेतु विद्यालंकार, (1968), *प्राचीन भारतीय शासनव्यवस्था और राजशास्त्र*, मसूरी : सरस्वती सदन।
5. मिश्र, बलदेव प्रसाद, (अवकाश), *बृहत्संहिता — वराहमिहिर विरचित*, मुम्बई : खेमराज श्रीकृष्णदास प्रकाशन।
6. सातवलेकर, श्रीपाद दामोदर, (अवकाश), *यजुर्वेद — हिन्दी अनुवाद सहित*, पारडी।
7. शर्मा, जानकी नाथ (सम्पा०), (अवकाश), *श्रीमद्वाल्मीकिरामायण — हिन्दी अनुवाद सहित*, गोरखपुर : गीताप्रेस।
8. झा, तारिणीश एवं त्रिपाठी, घनश्याम, (1998), *अग्निपुराण — हिंदी अनुवाद*, इलाहाबाद : हिंदी साहित्य सम्मलेन।
9. द्विवेदी, कपिल देव, (2004), *वेदों में विज्ञान*, यदोई : विख्याति अनुसंधान परिषद्।
10. ओझा, डी.डी., (2005), *विज्ञान और वेद*, जोधपुर : साइंटिफिक पब्लिशर्स।

Additional Readings:

1. Dwivedi, O. P., & Tiwari, B. H. (1987), *Environmental Crisis and Hindu Religion*, New Delhi : Gitanjali Publishing House.
2. Dwivedi, O. P. (1990). *The Essence of the Vedas*. Gyanpur. Varanasi : Visva Bharati Research Institute.
3. Kiostermair, Klaus. (1993). *Ecology and Religion: Christian and Hindu Paradigms*. *Journal of Hindu-Christian Studies*, Butler University Libraries, Vol.6.
4. Das Gupta, S. P. (2003). *Environmental Issues for the 21st Century*, New Delhi : Amittal Publications.
5. Pandya, Smta P. (अवकाश). *Ecological Renditions in the Scriptures of Hinduism – I. Bulletin of the Ramakrishna Mission Institute of Culture*.

Difficulty Level 200-299

Credits - 4
Hours - 60

Major 2.5: Introduction to Ancient Indian Scripts

Course Objectives:

1. To introduce students to the history, evolution and usage of ancient Indian scripts.
2. To explore various scripts used in ancient India, including Brahmi, Kharosthi and Devanagari.
3. To understand the cultural, social and religious significance of these scripts.
4. To study techniques used in the creation of ancient Indian manuscripts.
5. To learn methods of preservation of ancient manuscripts.

Learning Outcomes:

After the completion of the course, the students will:

1. Describe the history and development of ancient Indian scripts (Lipi).
2. Understand and analyze the cultural and religious significance of scripts.
3. Be able to write and read the Brāhmī script and the Gupta script.
4. Understand the methods of manuscript preservation and be prepared to apply them.
5. Explain the relationship between "language (Bhāṣā) - script (Lipi)" in ancient India.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 2.5	Introduction to Ancient Indian Scripts	04	0	0	04

Details of Course:

Unit I Introduction to Ancient Indian Scripts. **Credit 1**

- Definition and significance of scripts.
- Historical overview of Indian scripts.
- Importance of scripts in Indian culture and society.
- Overview of major ancient Indian scripts.

Unit II Brahmi Script. **Credit 1**

- Brahmi Script and its Evolution.
    - Introduction to the Brahmi script.
    - Evolution of Brahmi script over time.
    - Writing system and pronunciation of Brahmi script.
    - Basic reading and writing exercises in Brahmi script.
- Kharosthi Script and its Usage.
    - Introduction to Kharosthi script.
    - Historical context and usage of Kharosthi script.

Unit III Gupta Script and its Characteristics. **Credit 1**

- Introduction to Gupta script.
- Characteristics and evolution of Gupta script.
- Basic reading and writing exercises in Gupta script.
- Comparison of Gupta script with Brahmi and Kharosthi scripts.

Unit IV Techniques for preservation of Scripts. **Credit 1**

- Techniques used in the Creation of Ancient Indian Manuscripts.
  - Introduction to ancient Indian manuscripts.
  - Techniques used in manuscript creation.
  - Manuscript preservation techniques.
- Social, Cultural and Religious Significance of Ancient Indian Scripts.
  - Significance of ancient Indian scripts in social contexts.
  - Significance in cultural contexts.
  - Significance in religious contexts.
  - Analysis of manuscripts and scripts across different historical periods.

Essential/Recommended readings/Texts:

1. Sircar, D. C. (1942). *Select Inscriptions Bearing on Indian History and Civilization, Vol. I*. Calcutta : University of Calcutta.
2. Pandey, Rajbali. (1951). *Ashok Ke Abhilekh (Hindi)*. Allahabad : Ramnarayan Lal.
3. Bühler, Georg. *On the Origin of the Indian Brahma Alphabet*. Strassburg : K.J. Trübner.
4. Upadhyay, Vasudeva. (1970). *Prācīna Bhāratīya Abhilekha (Hindi)*. Varanasi : Prācīna Bhāratīya Itihāsa, Saṃskṛti, evaṃ Purātattva Vibhāga, Kāśī Hindū Viśvavidyālaya.
5. Rana, S. S. (1978). *Bharatiya Abhilekh*. New Delhi : Sahitya Akademi.
6. Parpola, Asko. (1994). *Deciphering the Indus Script*. New York : Cambridge University Press.
7. Salomon, Richard. (1998). *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the Other Indo-Aryan Languages*. New York : Oxford University Press.
8. Dhavalikar, M. K. (2006). *Indian Palaeography*. New Delhi : Munshiram Manoharlal Publishers.
9. Dani, Ahmad Hasan. (2011). *Indian Palaeography*. New Delhi : Munshiram Manoharlal Publishers.

10. Ojha, Gaurishankar Hirachand. (2024). *Bhartiya Prachin Lipimala (Hindi)*. Jaipur : Rajasthani Granthagar.

Additional Readings:

1. Keith, A. B. (1970). *Sanskrit Drama*. London : Oxford University Press.
2. Bhat, G. K. (1975). *Sanskrit Drama*. Dharwar : Karnataka University Press.
3. Wells, Henry W. *Six Sanskrit Plays*. Bombay : Asia Publishing House.
4. Dalal, Minakshi. *Conflict in Sanskrit Drama*. Somaiya Publication Pvt. Ltd.
5. Dikshit, Ratnamayi. *Women in Sanskrit Dramas*. Delhi : Meherchand Lachhman Das.

Difficulty Level 200-299

Credits - 4
Hours - 60

SEMESTER - 4

Major 2.6: Modern Sanskrit Writings

Course Objectives:

1. To expose students to the rich and dynamic tradition of modern creative writing in Sanskrit.
2. To familiarize students with new and emerging genres of Sanskrit writing.
3. To help students appreciate the literary creativity and evolution of Sanskrit in modern times.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to compare the major literary genres, epic poetry (Mahākāvya) and biographical poetry (Caritakāvya), present in modern Sanskrit literature.
2. Describe the characteristics of prose poetry (Gadyakāvya) and drama (Rūpaka).
3. Explore and analyze modern creative poetic forms such as lyric poetry (Gītikāvya), Haiku, and Kuṇḍalya.
4. Be able to provide an account of the continuity and historical development of modern Sanskrit literature.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 2.6	Modern Sanskrit Writings	04	0	0	04

Details of Course:

Unit I Mahākāvya and Caritakāvya. **Credit 1**

- Svātantryasambhavam (Revaprasada Dwivedi) — Canto 2, Verses 21–45.
- Bhimāyanam (Prabha Shankar Joshi) — Canto X, Verses 20–29.

Unit II Gadya and Rūpaka. **Credit 1**

- Śataparvikā (Abhirāja Rajendra Mishra)
- Śārdūla-Śakatam (Virendra Kumar Bhattacharya) — Cantos 1–3.

Unit III Other Genres. **Credit 1**

- Sankalpa Gītikā — *Hariram Acharya.*
- Bruhi Ko'smin Yuge — *Pushpa Dikshit.*
- Dhīvaragītikā (Naukamiha sāram sāram…) — *Radhavallabh Tripathi.*
- Haiku poems — *Harshdev Madhava.*

    - Snānagṛihe.
    - Vedanā.
    - Mṛtyuḥ 1.
    - Mṛtyuḥ 2.
- Kundaliyān (Durjana and Sajjana Maitrī) — *Mathuranath Shastri.*

Unit IV General Survey **Credit 1**

- Brief introduction to Modern Sanskrit Literature
- Contributions and works of the following modern Sanskrit authors:
    - Pandita Kshama Rao.
    - S. B. Varnekar.
    - Parmanand Shastri.
    - Janaki Vallabh Shastri.
    - Ram Karan Sharma.
    - Jagannath Pathak.
    - S. Sunderrajan.
    - Haridas Siddhantavagish.
    - Mula Shankar M. Yajnika.
    - Mahalinga Shastri.
    - Yatindra Vimal Chowdhury.
    - V. Raghavan.
    - Mohan Lal Sharma Pandey.
    - Ramakant Shukla.

Essential/Recommended readings/Texts:

1. पन्त, गिरीश चन्द्र (सम्पा०), (2008), *आधुनिक संस्कृत-साहित्य-संचयन*, दिल्ली : विद्यानिधि प्रकाशन।
2. मिश्र, अभिराज राजेन्द्र, (2013), *कल्पवल्ली (समकालीन संस्कृत काव्य संकलन)*, दिल्ली : साहित्य अकादमी।
3. द्विवेदी, रेवाप्रसाद, (2021), *स्वातन्त्र्यसम्भवम् (द्वितीय सर्ग स्वातन्त्र्यसंकल्पोदय)*, अनुवाद : सदाशिव द्विवेदी, व्याख्या : शोभामिश्रा, कानपुर : भक्तिप्रकाशन, आर्यनगर।
4. जोशी, प्रभाशंकर, *भीमायनम्*, पुणे : शारदा गौरव ग्रन्थमाला।
5. त्रिपाठी, राधावल्लभ, *नवस्पन्दः*, मध्य प्रदेश : हिन्दी ग्रन्थ अकादमी।
6. त्रिपाठी, राधावल्लभ, *आयतिः*, दिल्ली : राष्ट्रिय संस्कृत संस्थान।
7. श्रीनिवासरथ, *तदेव गगनं सैव धरा (काव्यसंग्रह)*, दिल्ली : राष्ट्रिय संस्कृत संस्थान।
8. मिश्र, अभिराज राजेन्द्र, *विंशशताब्दी-संस्कृत-काव्यमृतम् (संकलन), भाग—1*।

Additional Readings:

1. शुक्ल, हीरालाल, (1971), *आधुनिकसंस्कृतसाहित्य*, इलाहाबाद : रचनाप्रकाशन।

2. Satyavrat, Usha. (1987). *Sanskrit Dramas of the Twentieth Century*. Delhi : Mehar Chand Lachmandas.
3. Joshi, K. R. & Ayachuit, S. M. (1991). *Post Independence Sanskrit Literature*. Nagpur.
4. शास्त्री, कलानाथ, (1995), *आधुनिक काल का संस्कृत गद्य साहित्य*, दिल्ली : राष्ट्रिय संस्कृत संस्थान।
5. उपाध्याय, रामजी, (1996), *आधुनिकसंस्कृतनाटक*, वाराणसी : चौखम्बा सुरभारती प्रकाशन।
6. त्रिपाठी, राधावल्लभ, (1999), *संस्कृत साहित्य : बीसवीं शताब्दी*, दिल्ली : राष्ट्रिय संस्कृत संस्थान।
7. द्विवेदी, मीरा, (2000), *आधुनिक संस्कृत महिला नाटककार*, दिल्ली : परिमल पब्लिकेशन्स।
8. Prajapati, Manibhai K. (2005). *Post Independence Sanskrit Literature: A Critical Survey*. Patna.
9. कुलश्रेष्ठ, रुचि, (2008), *बीसवीं शताब्दी का संस्कृतलघुकथासाहित्य*, दिल्ली : राष्ट्रिय संस्कृत संस्थान।
10. द्विवेदी, रहस विहारी, *आधुनिक महाकाव्य समीक्षणम्*।

Difficulty Level 200-299

Credits - 4
Hours - 60

Major 2.7: Introduction to Indian Philosophy: Prasthana-Bheda

Course Objectives:

1. To understand the historical and philosophical background of Various Prasthan.
2. To analyze the key concepts and doctrines of the major Various Prasthan.
3. To explore comparative approach in *Prasthanabheda*.
4. To critically evaluate the strengths and weaknesses of each school as presented by Madhusudan Saraswati.
5. To develop a comprehensive understanding of the unity and diversity within contemporary philosophical thought.

Learning Outcomes:

After the completion of the course, the students will:

1. Describe the historical context and philosophical background of Madhusūdana Sarasvatī and his work, the Prasthānabheda.
2. Critically examine the principal sources (prasthānas) of Indian philosophical thought — Śruti, Smṛti and Nyāya - as delineated in *Prasthānabheda*.
3. Analyze the integration of Vedānta, Dharmaśāstra, Mīmāṃsā, and other traditions for a comprehensive understanding of Indian philosophy.
4. Be able to introduce Madhusūdana Sarasvatī's interpretations of the Upaniṣads and the Bhagavadgītā.
5. Be able to describe the influence of the philosophical insights of the Prasthānabheda on subsequent Indian philosophical traditions.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 2.7	Introduction to Indian Philosophy: Prasthana-Bheda	04	0	0	04

Details of Course:

Unit I Introduction to Prasthānabheda. Credit 1

- Chronology and overview of *Prasthānabheda*.
- Study of the Introduction and Preface of *Prasthānabheda* by *Madhusūdana Sarasvatī*.
- Detailed study of sections on Śruti, Smṛti and Nyāya from *Prasthānabheda*.
- Exploration of the integration of Vedānta, Dharmashāstra and Mīmāṁsā — a holistic philosophical view.

Unit II The Śruti and Smṛti Prasthāna. Credit 1

- Major themes and teachings of the Upaniṣads.
- Philosophical themes in the Bhagavad Gītā.
- Madhusūdana Sarasvatī's interpretation of the Upaniṣads and exegesis of the Bhagavad Gītā.

Unit III Sections from Prasthānabheda. Credit 1

- Detailed reading and analysis of the selected initial sections of *Prasthānabheda* (up to *etadapi nyāyapadenoktam*) (up to एतदपि न्यायपदेनोक्तम्)
- Understanding Nyāya Prasthāna as presented by Madhusūdana Sarasvatī.

Unit IV Sections from Prasthānabheda. Credit 1

- Detailed reading and analysis of the subsequent sections of *Prasthānabheda* (from *evaṁ mīmāṁsāpi dvividhā* to *bhavantīti sarvamanavadyaṁ*). (from एवं मीमांसापि द्विविधा to भवन्तीति सर्वमनवद्यम्)
- Study of Mīmāṁsā Prasthāna and its philosophical nuances.
- Concluding reflections on holistic integration of Indian philosophical systems as outlined by Madhusūdana Sarasvatī.

Essential/Recommended readings/Texts:

1. Prasthanabheda by Madhusūdana Sarasvatī (Original Sanskrit text and/or English translation)

Additional Readings:

1. A History of Indian Philosophy by Surendranath Dasgupta
2. Indian Philosophy by S. Radhakrishnan
3. Commentaries on Upanishads, Bhagavad Gita and Brahma Sutras by various scholars
4. The Principal Upanishads by S. Radhakrishnan.
5. Bhagavad Gita: As It Is" by A.C. Bhaktivedanta Swami Prabhupada.
6. The Essence of the Upanishads" by Eknath Easwaran.
7. A History of Indian Philosophy" by Surendranath Dasgupta.
8. The Philosophy of the Upanishads" by Paul Deussen.
9. The Teachings of the Bhagavad Gita" by Swami Sivananda.
10. *Vedanta: Voice of Freedom* by Swami Vivekananda.
11. *The Advaita Tradition in Indian Philosophy* by Chandradhar Sharma.

Difficulty Level 200-299

Credits - 4
Hours - 60

Major 2.8: Indian Epigraphy II

Course Objectives:

1. Acquaint students with epigraphical resources in Sanskrit, which are crucial sources reflecting the society, politics, geography and economy of the time.
2. Explore the significance of inscriptions as a medium of historical documentation.

Learning Outcomes:

After the completion of the course, the students will:

1. Be capable of explaining the introduction to and types of various inscriptions (Śilālekhā).
2. Be able to describe the relationship between epigraphy (purālekha) and history (Aitihāsika).
3. Be able to explain the importance of ancient records (Purālekhā).
4. Be able to describe the methods of dating inscriptions.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 2.8	Indian Epigraphy II	04	0	0	04

Details of Course:

Unit I Selected Inscriptions (Up to 400 AD). **Credit 1**

- First Pillar Edict Delhi Topra.
- Maski Rock Inscription.
- Girnar Inscription of Rudradaman.
- Naland Copper Inscription of Samudragupt.
- Mehrauli Iron-Pillar Inscription.

Unit II Selected Inscriptions (Post 400 AD). **Credit 1**

- Mandsaur Koop-pillar Inscription of Yashodharman.
- Aihole Inscription of Pulkeshin II.
- Vigrahraj Inscription of Kotla.

Unit III Importance of Epigraphy. **Credit 1**

- Inscriptions as Historical Source Material.
- Proper dating of events.
- Understanding ancient culture and beliefs.
- Learning the social and economic life of ancient people.
- Learning new languages.

Unit IV Chronograms and Dating of Inscriptions. **Credit 1**

- Study of chronograms used in inscriptions.
- Methods for dating inscriptions based on historical context.

Essential/Recommended readings/Texts:

1. Dani, Ahmad Hasan. (1963). *Indian Paleography*. Oxford.
2. Sircar, D. C. (1965). *Select Inscriptions (Vol. I)*. Calcutta.
3. झा, बन्धु, (1968), *उत्कीर्णलेखपञ्चकम्*, वाराणसी।
4. राणा, एस.एस., (1978), *भारतीय अभिलेख*, दिल्ली : भारतीय विद्याप्रकाशन।
5. Satyamurty, K. (1992). *Text Book of Indian Epigraphy*. Delhi : Lower Price Publication.
6. सैनी, रणजीत सिंह, (2000), *अभिलेख-मंजूषा*, दिल्ली : न्यूभारतीय बुक कार्पोरेशन।
7. Pillai, Swami Kannu & Ramchandran, K. S. (2003). *Indian Chronology (Solar, Lunar and Planetary)*. Asian Educational Service.
8. काम्बोज, जियालाल, *उत्कीर्णलेखस्तबकम्*, दिल्ली : ईस्टर्न बुकलिंकर्स।
9. सहाय, शिवस्वरूप, *भारतीय पुरालेखों का अध्ययन*, दिल्ली : मोतीलाल बनारसीदास।

Difficulty Level 200-299

Credits - 4
Hours - 60

Major 2.9: Computer Applications for Sanskrit

Course Objectives:

1. Introduce current research and developments in the field of Sanskrit computing.
2. Focus on tools and techniques developed with both government and private funding.
3. Explore new technologies for Sanskrit and their applications.

Learning Outcomes:

After the completion of the course, the students will:

1. Design and utilize interactive e-learning and multimedia tools for effective Sanskrit teaching-learning.
2. Apply Unicode standards to create and type Sanskrit content across digital platforms.
3. Develop and process digital Sanskrit texts using modern text-processing and preservation tools.
4. Implement OCR technologies for digitizing, preserving, and analyzing Sanskrit manuscripts and documents.
5. Create web-based applications and resources that enhance accessibility and dissemination of Sanskrit knowledge.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 2.9	Computer Applications for Sanskrit	04	0	0	04

Details of Course:

Unit I Interactive Sanskrit Teaching Learning Tools. **Credit 1**

- Introduction to Interactive Sanskrit Learning Tools.
- Importance of Interactive Tools for Sanskrit.
- E-learning and its significance for Sanskrit.
- Basics of Multimedia.
- Development of Web-based Tools, including HTML and Web pages.
- Overview of Tools and Techniques for Sanskrit education.

Unit II Standard for Indian Languages (Unicode) **Credit 1**

- Introduction to Unicode and its role in Indian languages.
- Unicode Typing in Devanagari Scripts.
- Overview of Typing Tools and Software for Sanskrit.

Unit III Text Processing and Preservation Tools. **Credit 1**

- Text Processing Techniques for Sanskrit.
- Preservation Techniques for Sanskrit texts.
- Survey of Text Processing Tools and Preservation Tools.

Unit IV Optical Character Reader (OCR) Credit 1

- Introduction to Optical Character Reader (OCR) for Sanskrit.
- Applications of OCR for Sanskrit and other Indian languages.
- Overview of OCR Tools and Techniques used for Sanskrit texts.
- Survey of OCR technologies for Sanskrit texts preservation and processing.

Essential/Recommended readings/Texts:

1. Teacher's notes, ppt and handout.
2. Bharti, A., Sangal, R., & Chaitanya, V. (1990). *NL, Complexity Theory and Logic*. In *Foundations of Software Technology and Theoretical Computer Science*. Springer.
3. E-Content suggested by Teacher.
4. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi: available at: http://sanskrit.du.ac.in
5. Basic concept and issues of multimedia: http://www.newagepublishers.com/samplechapter/001697.pdf
6. Content creation and E-learning in Indian languages: a model: http://eprints.rclis.org/7189/1/vijayakumarjk_01.pdf
7. HTML Tutorial - W3Schools: www.w3schools.com/html
8. The Unicode Consortium: http://unicode.org/.

Difficulty Level 200-299

Credits - 4
Hours - 60

Major 2.10: Introduction to Itihasa Puran Tradition

Course Objectives:

1. To enable students to know the origin and evolution of Itihāsa-purāṇa tradition.
2. To impart knowledge of texts and authors of Itihāsa-purāṇa
3. To prepare students to understand the role of Itihāsa-purāṇa in development of Indian narrative tradition.
4. To make students aware of religious, spiritual and cultural significance of Itihāsa-purāṇa tradition.

Learning Outcomes:

After the completion of the course, the students will:

1. Discuss the significance of Itihāsa and Purāṇa, and demonstrate their authority in the Vedas, Upaniṣads, Smṛtis, Arthaśāstras, and other texts.
2. Review various editions of the Rāmāyaṇa and highlight the unique characteristics of folk customs and culture found therein.
3. Explain the developmental stages of the Mahābhārata and describe its encyclopedic nature.
4. Examine the topics in the eighteen Purāṇas and describe their contributions to history, Dharma, culture, geography, arts, and crafts.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 2.10	Introduction to Itihasa Puran Tradition	04	0	0	04

Details of Course:

Unit I Meaning and Significance of Itihāsa-Purāṇa. **Credit 1**

- Meaning of Itihāsa and Purāṇa.
- Mentions of Itihāsa and Purāṇa in Atharvaveda (15-6-8,11), Chāndogya Upaniṣad (7.4) and Arthaśāstra (1.5)
  - Exposition of: "इतिहासपुराणाभ्यां वेदं समुपबृंहयेत्।"
- Panca Lakṣaṇa (Five Characteristics) of Purāṇa.
- The place of Itihāsa-Purāṇa in the Indian narrative tradition.

Unit II Rāmāyaṇa. **Credit 1**

- The text and author of Rāmāyaṇa.
- Various versions and critical editions of Rāmāyaṇa.
- Ethos and culture depicted in Rāmāyaṇa.
- Rāmāyaṇa as a source-book (Upajīvya) for later literary production.

Unit III Mahābhārata. **Credit 1**

- The text and author of Mahābhārata.
- Evolution of the text:
    - Jaya.
    - Bhārata.
    - Mahābhārata.
- Brief description of 18 chapters of Mahābhārata.
- Mahābhārata as an encyclopaedic text.
- Mahābhārata as a source-book (Upajīvya) for later literary production.

Unit IV Purāṇa. **Credit 1**

- Brief introduction to 18 Purāṇas.
- Purāṇa as a source-book for:
    - History.
    - Religion.
    - Culture.
    - Geography.
    - Art and craft.

Essential/Recommended readings/Texts:

1. Chaturvedi, Badarinath. (2006). *Mahabharata: An Inquiry in the Human Condition*. Delhi: Orient Longman.
2. बांडिवदेकर, चन्द्रकांत, (2009), *भारतीय साहित्य पर महाभारत का प्रभाव*, आर्य प्रकाशन मंडल।
3. Rajagopalachari, C. (2013). *Ramayana*. Mumbai: Bharatiya Vidya Bhavan.
4. स्वामी सत्यरुपानंद, (2018), *महाभारत-मुक्ता*, नागपुर : रामकृष्ण मठ।
5. जोशी, दिनकर, (2020), *महाभारत एक दर्शन*, प्रभात प्रकाशन।
6. (2021), *श्रीमद्वाल्मीकीय रामायण*, गोरखपुर : गीताप्रेस।
7. Keith, A. B., *History of Classical Sanskrit Literature*. Delhi: MLBD.
8. शर्मा, उमाशंकर ऋष, *संस्कृत साहित्य का इतिहास*, दिल्ली : ऋषि प्रकाशन।
9. द्विवेदी, कपिलदेव, *संस्कृत साहित्य का समीक्षात्मक इतिहास*।
10. उपाध्याय, बलदेव, *पुराण-विमर्श*।
11. व्यास, नानूराम, *रामायणकालीन संस्कृति*, सस्ता साहित्य मंडल।

THIRD YEAR: MAJOR PAPERS

Difficulty Level 300-399

Credits - 4
Hours - 60

SEMESTER – 5

Major 3.1: Vedic Literature

Course Objectives:

1. To introduce undergraduate students to two major Vedic Saṁhitās — the **Ṛgveda-Saṁhitā** and the **Yajurveda-Saṁhitā**.
2. To enable students to read and comprehend the content of a prominent Upaniṣad, namely the **Kaṭhopaniṣad**.
3. To help students understand the **philosophical, moral and scientific principles** embedded in Vedic literature.
4. To facilitate the exploration of the **foundations of Indian intellectual traditions** rooted in the Vedic period.

Learning Outcomes:

After the completion of the course, the students will:

1. Explain the time period and subject matter of the Saṃhitās.
2. Analyze the subject matter of the Brāhmaṇas, Āraṇyakas, and Upaniṣads.
3. Explain the meaning of the Sūktas of the Ṛgveda (Agni Sūkta and Indra Sūkta).
4. Discuss the essence of the second Valli of the Kaṭhopaniṣad.
5. Apply the acquired knowledge for personal growth and the betterment of society.

Credit Framework

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 3.1	Vedic Literature	04	0	0	04

Details of Course:

Unit I Introduction to Vedic Literature. **Credit 1**

- Samhita (Period and Contents of Samhitas)

Unit II Introduction to Vedic Literature. **Credit 1**

- Brahmana, Ayanyaka and Upanishad (Analysis of Contents)

Unit III Rgveda. **Credit 1**

- Agni Sukta (1.1), Indra Sukta (1.81)

Unit IV Kathopanishad (Second Valli) **Credit 1**

Essential/Recommended Readings/Texts:

1. मांगलिक, रोहित (2024), *वैदिक साहित्य का इतिहास*, दिल्ली : एडुगोरिल्ला प्रकाशन।
2. जोशी, कन्हैयालालः, (2019), *ऋग्वेदसंहिता, सायणाचार्यकृत भाष्य एवं हिन्दी अनुवाद*, दिल्ली : परिमल पब्लिकेशन्स।
3. *कठोपनिषद्, शाङ्करभाष्य हिन्दी अनुवाद सहित*, (2015), गीता प्रेस, गोरखपुर।
4. शास्त्री, रामकृष्णः, (2015), *शुक्लयजुर्वेदसंहिता (उव्वट-महीधरभाष्यसंवलिता)*, वाराणसी : चौखम्बा विद्याभवन।
5. मुसलगांवकर, गजानन शास्त्री (1996), *वैदिक साहित्य का इतिहास*, वाराणसी : चौखम्भा संस्कृत संस्थान।
6. Telang, & Choubey. (1997), *New Vedic Selection*, Varanasi: Bharatiya Vidya Prakashan.
7. त्रिवेदी, रामगोविन्दः, (1990), *ऋग्वेदसंहिता, सायणाचार्यकृत भाष्य एवं हिन्दी व्याख्या सहित*, दिल्ली : चौखम्बा संस्कृत प्रतिष्ठान।
8. उपाध्याय, बलदेव, (1985), *वैदिक साहित्य और संस्कृति*, वाराणसी : शारदा मन्दिर।
9. तिवारी, शशिः, (1981), *कठोपनिषद्, शाङ्करभाष्य संवलित*, नई दिल्ली : मेहरचन्द लछमनदास पब्लिकेशन्स्।
10. Shastri, J. L. (Ed.). (1978), *Suklayajurveda Samhita (Vajasaneyi-Madhyandina)*, Delhi: MLBD.
11. कृष्णलालः, (1973), *वैदिक संग्रह*, दिल्ली : इन्दु प्रकाशन।
12. Wilson, H. H. (1946), *Rig Veda*, Bangalore City: The Bangalore Printing & Publishing Co. LTD.
13. *ऋग्वेदसंहिता (सायणभाष्यम्)*, नई दिल्ली : केन्द्रीयसंस्कृतविश्वविद्यालयः।

Additional Readings:

1. शर्मा, उमाशंकरऋषिः, (2019), *ऋक्सूक्तनिकरः*, वाराणसी : चौखम्बा ओरियण्टालिया।
2. तिवारी, शशिः, (2014), *वेदव्याख्यापद्धतयः*, दिल्ली : प्रतिभा प्रकाशन।
3. Velankar, H. D. (1972), *Ṛksūktavaijayanti*, Bombay : Bharatiya Vidya Bhavan.
4. Velankar, H. D. (1965), *Ṛksūktāvalī*, Pune : Vaidika Sanshodhana Mandala।
5. सूर्यकान्तः (अनुवादकः), (1962), *वैदिक देवशास्त्र* (लेखकः – ए. ए. मैकडनल), नई दिल्ली : मेहरचन्द लछमनदास पब्लिकेशन्स।

Difficulty Level 300-399

Credits - 4
Hours - 60

Major 3.2: Sanskrit Bhasha Vijnana

Course Objectives:

1. To introduce the students the basic structure of Sanskrit language through the Laghusiddhantakaumudi, the premier text of Sanskrit grammar by Varadaraj.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to explain the fundamental structural features of Pāṇinian grammar.
2. Be able to interpret the meaning of Sūtras along with the formation of Pratyāhāras.
3. Be able to explain the process of Sandhi and the types of Samāsa.
4. Be able to use some primary and secondary affixes (pratyaya) in Sanskrit.
5. Be able to apply Sandhi and Samāsa in reading, writing, and speaking.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 3.2	Sanskrit Bhasha Vijnana	04	0	0	04

Details of Course:

Unit I Saṃjñā Section. **Credit 1**

- Māheśvara Sūtras.
- Method of Forming Pratyāhāras.
- Saṃjñāvidhāyaka Sūtras:
  - Halantyam
  - Adarśanaṃ Lopaḥ
  - Tasya Lopaḥ
  - Ādiranyeṇa Sahetā
  - Ūkālo'j Jhrasvadīrghaplutaḥ
  - Tulyāsyaprayatnaṃ Savarṇam
  - Aṇudit Savarṇasya Cāpratyayaḥ
  - Mukhanāsikāvacano'nunāsikaḥ
  - *Halo'nantarāḥ Saṃyogaḥ*
  - Suptiṅantaṃ Padam

Unit II Ach-Sandhi. **Credit 1**

- **Yaṇ Sandhi-**
  - *Iko yaṇaci*
  - *Paraḥ Sannikarṣaḥ Saṃhitā*

  - *Tasminniti Nirdiṣṭe Pūrvasya*
  - *Sthāne'ntaratamaḥ*
- **Dīrgha Sandhi** –
  - Akaḥ Savarṇe Dīrghaḥ.
- **Ayādi Sandhi** –
  - *Echo Yaḷavāyāvaḥ*
  - *Yathāsaṅkhyamanudeśaḥ Samānām*
- **Guṇa Sandhi** –
  - *Adeṅ Guṇaḥ*
  - *Ādguṇaḥ*
  - *Uraṇ Rparaḥ*
- **Vṛddhi Sandhi** –
  - *Vṛddhirādaic*
  - *Vṛddhireci*
  - *Bhūvādayo Dhātavaḥ*
  - *Upasargāḥ Kriyāyoge*
- **Pūrvarūpa Sandhi** –
  - Eṅaḥ Padāntādati
- **Pararūpa Sandhi** –
  - Eṅi Pararūpam

Unit III Hal-Sandhi and Visarga-Sandhi **Credit 1**

- **Hal-Sandhi :-**
  - **Ścutva** – *Stoḥ Ścunā Ścuḥ*
  - **Ṣṭutva** – *Ṣṭunā Ṣṭuḥ*
  - **Anunāsika** – *Yaro'nunāsike'nunāsiko Vā*
  - **Chatva** – *Śaścho'ṭi*
  - **Jaśtva** – *Jhalāṁ Jaśo'nte*
  - **Anusvāra** – *Mo'nusvāraḥ*
- **Visarga-Sandhi :-**
  - **Satva** – *Visarjanīyasya Saḥ*
  - **Utva** –
    - *Sasajuṣo Ruḥ*
    - *Ato Roraplutādaplute*
    - *Haśi Ca*
  - **Lopa** –
    - *Bhobhagoaghoapūrvasya Yo'śi*
    - *Hali Sarveṣām*
    - *Ḍhralope Pūrvasya Dīrgho'ṇaḥ*
    - *Ro Ri*

Unit IV Samāsa-Prakaraṇa - **Credit** 1

- **Avyayībhāva Samāsa** –
  - Samarthaḥ Padavidhiḥ

    - Avyayaṁ Vibhaktisamīpasamṛddhivṛddhyarthābhāvātyayāsamprati Śabdaprādurbhāvapaścādyathānupūrvyayaugapadyasādṛśya-Sampattisākalyāntavacaneṣu
    - Prathamānirdiṣṭaṁ Samāsa Upasarjanam
    - Upasarjanaṁ Pūrvam
    - Nā'vyayībhāvādato'ntvapañcamyāḥ
    - Nadībhiśca.
- **Tatpuruṣa Samāsa** –
    - Dvitīyā Śritātītapatitagatātyastaprāptāpannaiḥ
    - Tṛtīyā Tatkṛtārthena Guṇavacanena
    - Caturthī Tadarthārtha Balihitasukharakṣitaiḥ
    - Pañcamī Bhayena
    - Ṣaṣṭhī
    - Saptamī Śauṇḍaiḥ
- **Other Types of Tatpuruṣa** –
    - Viśeṣaṇaṁ Viśeṣyeṇa Bahulam
    - Nañ
    - Nalopo Nañaḥ
    - Tasmānnuḍaci

- **Bahuvrīhi Samāsa** –
    - Anekamanyapadārthe
    - Saptamīviśeṣaṇe Bahuvrīhau.
- **Dvandva Samāsa** –
    - Cārthe dvandvaḥ.

Essential/Recommended readings/Texts:

1. सक्सेना बाबूराम, (1958) संस्कृत व्याकरण प्रवेशिका, रामनारायण लाल, प्रकाशक तथा पुस्तक विक्रेता, प्रयागराज।
2. Kanshiram, (2009). Laghusiddhāntakaumudī (Vol. I), Delhi: MLBD.
3. ईश्वरचन्द्र, (2019) लघुसिद्धान्तकौमुदी, संस्कृत ग्रंथागार, नई दिल्ली।
4. Satyapāla Siṅh (Sampā.) – (2014). Laghusiddhāntakaumudī: Prakāśikā Hindī Vyākhyā Sahitā, Dillī. Śivālik Publication.
5. राव तिलक, (2022) अष्टाध्यायी प्रवेशिका, सिद्धांत नॉलेज फाऊंडेशन, चेन्नई, तमिलनाडु।Dharānanda Śāstrī – *Laghusiddhāntakaumudī*, mūla evaṁ Hindī vyākhyā, Dillī.
6. Bhīmasena Śāstrī – *Laghusiddhāntakaumudī* bhaimī vyākhyā (Bhāga-1), Bhaimī Prakāśana, Dillī.
7. Cārudeva Śāstrī – *Vyākaraṇa Candrodaya* (Bhāga 1, 2 evaṁ 3), Motīlāl Banārasīdās,

Additional Readings:

1. Kale, M. R. Higher Sanskrit Grammar. Delhi : MLBD. (Hindi translation also available)
2. Apte, V. S. The Students' Guide to Sanskrit Composition. Varanasi : Chowkhamba Sanskrit Series. (Hindi translation also available)

Difficulty Level 300-399

Credits - 4
Hours - 60

Major 3.3: Introduction to Nyaya-Vaisheshika Philosophy

Course Objectives:

1. To acquaint students with the cardinal principles of the Nyāya-Vaiśeṣika philosophy.
2. To enable students to understand classical philosophical texts such as Tarka-saṅgraha.
3. To provide students with a foundational understanding of key aspects of Indian philosophy.
4. To introduce important philosophical concepts such as Pluralism, the Theory of Causation and Realism etc.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to describe the sequence of origin and development of the Nyāya and Vaiśeṣika Darśanas.
2. Be prepared to explain the major doctrines of Nyāya and Vaiśeṣika Darśanas, such as Ārambhavāda.
3. Be able to explain the nature of Padārtha according to the Vaiśeṣika system, following the Tarkasaṅgraha.
4. Be able to describe in detail the nature of knowledge (Buddhi) according to the Nyāya and Vaiśeṣika schools.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 3.3	Introduction to Nyaya-Vaisheshika Philosophy	04	0	0	04

Details of Course:

Unit I Origin and Development of Nyaya-Vaisheshika Philosophy. **Credit 1**

- Introduction to prominent Acharyas and their texts –
    - Gautam
    - Kanada
    - Prashasta-Pada
    - Vatsyayana
    - Vachaspati Mishra
- Introduction to Navya-Nyaya.

UNIT II Some Basic Tenets of Nyaya-Vaisheshika. **Credit 1**

- Yatharthavada or Vastuvāda (Realism)
- Bahu-tattvavāda (Pluralism)
- Dharma (Property)

- Dharmi (Substratum)
- Karyakaraṇavāda (Causation)
- Asatkaryavada and Arambhavada (doctrine of non-pre-existence of effect in the cause)

Unit III Vaisheshika Ontology (Tarkasangraha) Credit 1

- Concept of Padartha.
- Three Characteristics of Padarthas.
- Definition of Dravya.
- Definitions of All Nine Dravyas and their examination.
- Twenty-four types of Qualities.
- Five types of Karma.
- Sämānya.
- Višesa.
- Samavāya.
- Abhāva.

Unit IV Nyaya-Epistemology (Tarkasangraha) 1 Credit

- Buddhi (Jñana)- Nature of Jñana in Nyaya-Vaisheshika.
- Karana and Kaarana.
- Definitions and types of Pramā.
- Pratyaksha, Anumana including Hetvabhäsa.
- Upamana and Sabda Pramāṇa.
- Types of Ayathartha Anubhava.

Essential/Recommended readings/Texts:

1. Athalye, & Bodas. (1930). Tarkasamgraha of Annambhatta (with Dīpikā & Nyāyabodhinī) (Ed. & Trans.). Mumbai.
2. Chatterjee, S. C., & Datta, D. M. (1968). Introduction to Indian Philosophy. Calcutta : Calcutta University. (Hindi translation available)
3. उपाध्याय आचार्य बलदेव (2007) भारतीय दर्शन की रूपरेखा, चौखंभा पब्लिशर्स, वाराणसी : भारत।
4. Mishra, Pankaj Kumar. (2013). Tarkasamgraha of Annambhatta (with Dīpikā and its Hindi Translation) (Ed. & Trans.). Delhi : Parimal Publication.
5. सिंह जदुनाथ, (2014), भारतीय दर्शन, मोती लाल बनारसी दास प्राइवेट लिमिटेड, नई दिल्ली।
6. Kumar, Narendra. Tarkasamgraha. Jaipur : Hansa Prakashan.

Additional Readings:

1. Shastri, Kuppuswami. (1951). A Primer of Indian Logic. Madras.
2. Hiriyanna, M. (1956). Outline of Indian Philosophy. London. (Also Hindi translation available)
3. Chatterjee, S. C. (1968). The Nyaya Theory of Knowledge. Calcutta.
4. Radhakrishnan, S. (1990). Indian Philosophy. Delhi: Oxford University Press.

5. Maitra, S. K. Fundamental Questions of Indian Metaphysics and Logic.
6. Bhattacharya, Chandrodaya. The Elements of Indian Logic and Epistemology.

Difficulty Level 300-399

Credits - 4
Hours - 60

Major 3.4: Introduction to Sanskrit Poetics

Course Objectives:

1. To introduce students to the fundamental principles of Sanskrit Poetics in the Indian tradition, with a focus on key concepts as presented in *Kāvyaprakāśa* and *Sāhityadarpaṇa*.

Learning Outcomes:

After the completion of the course, the students will:

1. Analyze the purposes of poetry as described by Bhāmaha and Mammaṭa.
2. Critically evaluate the causes and constituents of poetry according to Daṇḍin, Mammaṭa, and Paṇḍitarāja Jagannātha.
3. Compare and interpret different definitions of poetry as propounded by Bhāmaha, Daṇḍin, Kuntaka, Mammaṭa, and Viśvanātha.
4. Illustrate and apply figures of speech such as Anuprāsa, Yamaka, Upamā, Rūpaka, etc., with suitable examples based on *Candra-āloka*.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 3.4	Introduction to Sanskrit Poetics	04	0	0	04

Details of Course:

Unit I Kāvya-Prayojana (objectives of poetry) **Credit 1**

- Kāvya-Prayojana (objectives of poetry) based on Bhāmaha and Mammaṭa.

Unit II Kāvya-Hetu (causes of poetry) **Credit 1**

- Kāvya-Hetu (causes) of poetry based on Daṇḍī, Mammaṭa and Paṇḍitarāja Jagannātha.

Unit III Kāvya-Lakṣaṇa (definition) **Credit 1**

- Kāvya-Lakṣaṇa (definition) based on Bhāmaha, Daṇḍī, Kuntaka, Mammaṭa and Vishvanath.

Unit IV Figures of speech (Alaṅkāra) **Credit 1**

- Figures of speech based on Candrāloka.
  - Definition of Alaṅkāra:
    - Anuprāsa
    - Yamaka
    - Upamā
    - Rūpaka
    - Utprekṣā
    - Kāvyaliṅga
    - Śleṣa
    - Aprastutapraśaṁsā
    - Bhrānti
    - Sandeha

- Arthāntaranyāsa
- Vibhāvanā
- Viśeṣokti

Essential/Recommended readings/Texts:

1. Bhāmaha, Bhāṣyakāra, Devendra Nath Sharma. (1962). *Kāvyālaṅkāra*. Patna : Bihaar rāṣṭrabhāṣā pariṣad.
2. सिंह सत्यव्रत, (1998) साहित्य दर्पण, वाराणसी : चौखम्भा विद्याभवन।
3. Mammaṭa, Srinivas Shastri. *Kāvyaprakāśa*. Meerut : Sahitya Bhandara.
4. Daṇḍī, Ramchandra Mishra. *Kāvyādarśa*. Varanasi : Chaukhamba Vidyabhavan.
5. Paṇditarāja Jagannātha. *Rasagaṅgādhara*. Varanasi : Chaukhamba Vidyabhavan.
6. Kuntaka, Ved Prakash Dindoriya. *Vakroktijīvitam (1st Unmeṣa)*. Delhi: Shivalik Prakashan.
7. Viśvanātha, Nirupan Vidyalankar. *Sāhityadarpaṇa*. Meerut : Sahitya Bhandara.
8. Jayadeva, Subodha Chandra Pant. *Candrāloka*. Delhi : MLBD.

Additional Readings:

1. Kane, P. V. (1961), History of Sanskrit Poetics (Hindi translation by Indrachandra Shastri), Delhi: Motilal Banarasidas.
2. उपाध्यायः बलदेवः, (1963), संस्कृत–आलोचना, लखनऊ : हिन्दी समिति, सूचना विभाग, उ. प्र।
3. Kane, P. V. (n.d.), History of Sanskrit Poetics, pp. 352–991.

Difficulty Level 300-399

Credits - 4
Hours - 60

Major 3.5: Contributions of the Bharateeya Jnana Parampara

Course Objectives:

1. To study the development of the Indian Knowledge Tradition during the Vedic period, the Upanishadic era and the classical age.
2. To examine the distinct features of the Indian Knowledge System in various fields such as philosophy, science, mathematics, Ayurveda, grammar, arts, literature, sociology and governance.
3. To understand the contemporary relevance of this tradition including its spiritual essence, scientific perspective, integration into modern education and contribution to global dialogue.

Learning Outcomes:

After the completion of the course, the students will:

1. Review the contributions of the Indian Knowledge Tradition in philosophical and scientific fields and highlight their unique features.
2. Analyze the contributions in the fields of language, literature, and art, and explain their cultural and global significance.
3. Reflect on the relevance of the Indian Knowledge Tradition in modern times and demonstrate its applications in scientific and technical fields.
4. Outline future directions for the preservation, documentation, and revival of traditional knowledge in the context of modern challenges.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 3.5	Contributions of the Bharateeya Jnana Parampara	04	0	0	04

Details of Course:

Unit I Philosophical and Scientific Contributions of the Indian Knowledge System.
Credit 1

- Metaphysical and Philosophical Insights.
- Advancements in Mathematics and Astronomy.
- Holistic Approach to Medicine and Well-being.

Unit II Contributions Related to Language, Literature and Arts.

- Linguistic Analysis and Grammar Structures.
- Artistic Expressions and Literary Masterpieces.

Unit III Relevance of the Indian Knowledge System Today. Credit 1

- Spiritual and Philosophical Relevance.
- Scientific and Technological Applications.
- Integrating Traditional Wisdom.
- Global Exchange and Cross-Cultural Learning.

Unit IV Challenges and Future Directions. Credit 1

- Preservation and Documentation.
- Reviving Traditional Knowledge in Contemporary Contexts.
- Ethical Considerations and Responsible Adaptation.
- Embracing the Past to Shape a Harmonious Future.

Essential/Recommended readings/Texts:

1. Griffith, R. T. H. (1896). *The Vedas: Rigveda, Samaveda, Yajurveda, Atharvaveda* (English translation). Benares: E.J. Lazarus & Co.
2. Sivananda, S. (1989). *The Bhagavad Gita* (with translation and commentary). Divine Life Society.
3. Vālmīki. (1996). *The Ramayana* (A. Sattar, Trans.). Penguin Books.
4. Vyāsa. (2010–2014). *The Mahabharata* (B. Debroy, Trans., Vols. 1–10). New Delhi: Penguin Books.
5. Kapoor Kapil, Singh Awadhesh Kumar (Editors), (2021). *Indian Knowledge Systems*. DK Print World Private Limited, New Delhi.
6. Chitre Prakash, (2024). *Our Intellectual Heritage*. Motilal Banarasidas Publishing House, Delhi.
7. Patañjali. *The Yoga Sutras of Patanjali*. [Classical Sanskrit text].
8. Kautilya. *The Arthashastra* (English translation). [Ancient Indian treatise on polity and economics].

Difficulty Level 300-399

Credits - 4
Hours - 60

SEMESTER – 6

Major 3.6: Vedic Samhita & Grammar

Course Objectives:

1. To introduce Bachelor's students to two Vedic Saṁhitās — Sāmaveda and Atharvaveda and fundamentals of Vedic Grammar.
2. To familiarize students with Sri Aurobindo's Commentary on the Vedas, offering modern interpretative insights.
3. To enable understanding of philosophical, moral and scientific principles embedded in Vedic literature.
4. To highlight the roots of Indian intellectual traditions stemming from the Vedic period.

Learning Outcomes:

After the completion of the course, the students will:

1. Study selected Sūktas from the Ṛgveda and Yajurveda and discuss their philosophical and cultural significance.
2. Analyze the meaning of the Sāmanasya Sūkta and Pṛthivī Sūkta from the Atharvaveda and explain their unique characteristics.
3. Understand Chapters Five to Seven of Sri Aurobindo's "The Secret of the Veda" and explain the philosophical importance of Vedic symbols.
4. Understand Padapāṭha, Svaravinyāsa, and other elements, and practically demonstrate Vedic mantra chanting and Vedic grammatical principles.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 3.6	Vedic Samhita & Grammar	04	0	0	04

Details of Course:

Unit I Ṛgveda and Yajurveda Selections. **Credit 1**

- Ṛgveda:
  - Akṣa Sūkta - Hymn on gambling (10.34)
  - Hiraṇyagarbha Sūkta - Hymn on the Cosmic Being (10.121)
- Yajurveda:
  - Prajāpati Sūkta - Hymn on the Lord of Creation (23.1–12)
  - Śiva-saṅkalpa Sūkta - Hymn on noble resolve (34.1–6)

Unit II Atharvaveda Selections. **Credit 1**

- Sāmmanasya Sūkta - Hymn on unity and concord (3.30)

- Pṛthivī Sūkta - Hymn to Mother Earth (12.1–12)

Unit III Sri Aurobindo's *The Secret of the Veda.* **Credit 1**

- Study of Chapters V – VII.
  - Interpretative insights into Vedic symbolism.
  - Philosophical essence of the Vedas according to Sri Aurobindo.

Unit IV Vedic Grammar. **Credit 1**

- Padapāṭha — Word-by-word recitation of Vedic texts.
- Vaidika Svara — Vedic accent and intonation.
- Leṭ Lakāra — Optative mood in Vedic conjugation.
- Ktvarthaka & Tumarthaka Pratyaya — Usage of suffixes to express purpose or result.

Essential/Recommended readings/Texts:

1. सक्सेना बाबूराम, (1958). *संस्कृत व्याकरण प्रवेशिका*. प्रयागराज: रामनारायण लाल, प्रकाशक तथा पुस्तक विक्रेता।
2. Bandhu, Vishva (Ed.), (1960). *Atharvaveda (Śaunakīya)*. Hoshiarpur: VVRI.
3. कृष्णलालः, (1973). *वैदिक संग्रह*. दिल्ली: इन्दु प्रकाशन (प्रथम संस्करण)।
4. Griffith, Ralph T. H. (1983). *Hymns of the Sāmaveda (Translated with popular commentary)*. Benares: E. J. Lazarus and Co.
5. सातवलेकर पण्डित श्रीपाद दामोदरः, (2000). *सामवेदसंहिता*. पारडी (गुजरात): स्वाध्याय मण्डल।
6. सातवलेकर पण्डित श्रीपाद दामोदरः, (2010). *अथर्ववेद संहिता, सुबोध भाष्य*. पारडी (जिला वलसाड, गुजरात): स्वाध्याय मण्डल।
7. शर्मा गौडः रामस्वरूपः, (2011). *अथर्ववेदसंहिता (सायणभाष्यसहिता हिन्दीभाषानुवादसंवलिता)*. वाराणसी: चौखम्बा विद्याभवन।
8. शर्मा गौडः रामस्वरूपः, (2011). *सामवेदसंहिता (सायणभाष्यसहिता हिन्दीभाषानुवादसंवलिता)*. वाराणसी: चौखम्बा विद्याभवन।
9. Tulsi Ram, Dr. (2013). *Atharvavedasamhita (English Translation)*. Delhi: Vijaykumar Govindram Hasanand.
10. Tulsi Ram, Dr. (2013). *Sāmaveda (English Translation)*. Delhi: Vijaykumar Govindram Hasanand.

Additional Readings:

1. सूर्यकान्तः (अनुवादकः), (1962). *वैदिक देवशास्त्र* (लेखकः – ए. ए. मैकडनल). नई दिल्ली : मेहरचन्द लछमनदास पब्लिकेशन्स।
2. Velankar, H. D., (1965). *Ṛksūktāvalī*. Pune: Vaidika Sanshodhana Mandala.
3. Velankar, H. D., (1972). *Ṛksūktavaijayanti*. Bombay: Bharatiya Vidya Bhavan.
4. तिवारी शशिः, (2014). *वेदव्याख्यापद्धतयः*. दिल्ली : प्रतिभा प्रकाशन।
5. शर्मा उमाशंकरऋषिः, (2019). *ऋक्सूक्तनिकरः*. वाराणसी : चौखम्बा ओरियण्टालिया।

Difficulty Level 300-399

Credits - 4
Hours - 60

Major 3.7: Sanskrit Grammar and Composition

Course Objectives:

1. Develop compositional and communicative skills in Sanskrit.
2. Learn the art of translation from Sanskrit into Hindi or English and vice versa.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to translate from Hindi or English into Sanskrit.
2. Be prepared to use sentences in active (Kartṛvācya) and passive (Karmavācya) voices.
3. Be able to write essays (Nibandha) in Sanskrit.
4. Gain an introduction to classical theories and views prevalent in various fields of knowledge.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 3.7	Sanskrit Grammar and Composition	04	0	0	04

Details of Course:

Unit I Compositional Sanskrit: Vibhaktyartha, Voice & Krt. **Credit 1**

- Translation from/to Hindi/English to/from Sanskrit based on:
  - Cases (Vibhakti)
  - Compounds.
  - Voices (Vācya) – Kartṛ, Karma and Bhava.
  - Kṛt Suffixes:
    - Tavya
    - Anīyar
    - Yat
    - Ṇyat
    - Ṇvul
    - Tṛc
    - Kta
    - Ktavatu
    - Śatṛ
    - Śānac
    - Tumun
    - Ktvā-Lyap
    - Lyuṭ
    - Ghañ
    - Ktin
- Vibhaktyartha Prakarana from Laghusiddhantakaumudi.

Unit II Communicative Sanskrit. **Credit 1**

- Simple Conversations in Sanskrit.

Unit III Essay on Traditional Subjects. **Credit 1**

- Composition of long/detailed essays on topics like:
  - Veda
  - Upanisad

- Sanskrit language
- Ramayana
- Mahabharata
- Purana
- Gita
- Prominent classical Sanskrit poets

Unit IV Essay on Contemporary Subjects. Credit 1

- Composition of short essays on contemporary issues and topics.

Essential/Recommended readings/Texts:

1. सक्सेना बाबूराम, (1958). *संस्कृत व्याकरण प्रवेशिका*. प्रयागराज : रामनारायण लाल, प्रकाशक तथा पुस्तक विक्रेता।
2. मिश्र अनूप कुमार, (2023). *लघु संस्कृत निबन्ध प्रतिमानम्*. नई दिल्ली : बीएफसी प्रकाशन।
3. शास्त्री, घरानन्द. *लघुसिद्धान्तकौमुदी, मूल एवं हिन्दी व्याख्या*. दिल्ली : मोतीलाल बनारसीदास।
4. नौटियाल, चक्रधर. *बृहद्-अनुवाद-चन्द्रिका*. दिल्ली : मोतीलाल बनारसीदास।
5. द्विवेदी, कपिलदेव. *रचनानुवादकौमुदी*. वाराणसी : विश्वविद्यालय प्रकाशन।
6. द्विवेदी, कपिलदेव. *संस्कृत निबन्धशतकम्*. वाराणसी : विश्वविद्यालय प्रकाशन।
7. Kale, M. R. *Higher Sanskrit Grammar*. Delhi : MLBD (Hindi Translation also available).

Additional Readings:

1. Kanshiram, (2009), Laghusiddhantakaumudi (Vol. 1), Delhi: MLBD.
2. शास्त्री, भीमसेन, लघुसिद्धान्तकौमुदी, भैमीव्याख्या) भाग-1), भैमीव्याख्या, दिल्ली.
3. पाण्डेय, राधामोहन, संस्कृत सहचर, स्टूडेण्ट्स फ्रेण्ड्स, पटना.
4. Apte, V.S.,The Students' Guide to Sanskrit Composition, Chowkhamba Series, Varanasi (Hindi Translation also available).

Difficulty Level 300-399

Credits - 4
Hours - 60

Major 3.8: Literary Criticism of Sanskrit Literature

Course Objectives:

1. To Introduce the fundamental principles of literary criticism in the Indian tradition.
2. To study core concepts based on Kāvyaprakāśa and Sāhityadarpaṇa.
3. To understand the development of Sanskrit poetics through its major texts and traditions.

Learning Outcomes:

After the completion of the course, the students will:

1. Critically assess the merits and demerits of poetry, prose and drama.
2. Identify and differentiate various genres of Sanskrit poetry.
3. Analyze literary compositions based on traditional poetic theories.
4. Be prepared to explain the potencies of words (Śabdaśakti).
5. Describe the nature and theories of aesthetic experience (Rasa).

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 3.8	Literary Criticism of Sanskrit Literature	04	0	0	04

Details of Course:

Unit I Introduction to Sanskrit Poetics. **Credit 1**

- Origin and historical development of Sanskrit Poetics.
- Terminology:
    - Kriyākalpa.
    - Alaṅkāraśāstra.
    - Sāhityaśāstra.
    - Saundaryaśāstra.
- *Kāvya-Prayojana* (Objectives of Poetry) — Based on *Sāhityadarpaṇa*.
- *Kāvya-Lakṣaṇa* (Definition of Poetry) — Based on *Sāhityadarpaṇa*.
- *Kāvya-Hetu* (Causes of Poetry) — Based on *Kāvyaprakāśa*.

Unit II Forms of Poetry. **Credit 1**

- Major Forms of Poetry:
    - *Dṛśya* (visual)
    - *Śravya* (aural)
    - *Miśra* (mixed) — *Campū*
- Structural Categories of Poetry:
    - *Mahākāvya*.

- *Khaṇḍakāvya.*
- *Gadya-Kāvya* (Prose Poetry) -
  - *Kathā.*
  - *Ākhyāyikā.*

(All based on Sāhityadarpaṇa)

Unit III Śabda-śakti (Powers of Word) Credit 1

- General Introduction to *Śabda-śakti* — Based on *Kāvyaprakāśa*.
- Types of verbal power:
  - *Abhidhā* (Denotative Power)
  - *Lakṣaṇā* (Indicative Power)
  - *Vyañjanā* (Suggestive Power)

Unit IV Rasa-sūtra (Theory of Rasa) Credit 1

- Introduction to *Rasa* (Aesthetic Experience).
- *Rasa-sūtra* of *Bharata*.
- Major Theories of Rasa Realization — Based on *Kāvyaprakāśa*:
  - *Utpattivāda* (Theory of Generation)
  - *Anumitivāda* (Theory of Inference)
  - *Bhuktivāda* (Theory of Enjoyment)
  - *Abhivyaktivāda* (Theory of Expression)

Essential/Recommended readings/Texts:

1. Dwivedi, R. C., (1967), The Poetic Light, Delhi : Motilal Banarsidas,
2. साहित्यदर्पणः विश्वनाथः, (2006), (टीका सहित रासिकलाल शाह द्वारा सम्पादित), चौखम्बा विद्याभवन, वाराणसी। (षष्ठोऽध्यायः), कारिकाः 6/1, 6/2, 6/313–337.
3. Kāvyaprakāśa, Kārikās 4/27, 4/28 (with explanatory notes),
4. Ray, Sharad Ranjan, Sāhityadarpaṇa by Viśvanātha (Ch. I, VI & X with English exposition), Delhi.
5. नगेन्द्रः (सम्पादकः), काव्यप्रकाशः मम्मटकृतः (आचार्य विश्वेश्वरः), वाराणसी : ज्ञानमंडल लिमिटेड।
6. शालिग्रामशास्त्री, साहित्यदर्पणः (व्याख्यायुक्तः), दिल्ली : मोतीलाल बनारसीदास।

Additional Readings:

1. Kane, P. V., (1961), History of Sanskrit Poetics (Hindi translation by Indrachandra Shastri), Delhi : Motilal Banarasidas.
2. उपाध्यायः बलदेवः, (1963), संस्कृत आलोचना, लखनऊ : हिन्दी समिति, सूचना विभाग, उ. प्र.,
3. Kane, P. V., History of Sanskrit Poetics, pp. 352–991,

Difficulty Level
300-399

Credits - 4
Hours - 60

Major 3.9: Indian Scientific Heritage

Course Objectives:

1. Introduce students to the rich scientific concepts embedded in ancient Sanskrit literature.
2. Highlight the significant contributions of India to the fields of Science and Technology in ancient times.
3. Encourage critical engagement with primary Sanskrit sources related to scientific knowledge.
4. Foster awareness and appreciation of India's scientific heritage.
5. Inspire students to explore traditional knowledge systems with a research-oriented mindset.
6. Develop analytical skills to assess ancient scientific ideas in the context of modern science.

Learning Outcomes:

After the completion of the course, the students will:

1. Analyze ancient Indian systems of water management and purification.
2. Evaluate climatology and meteorology as presented in Vedic literature.
3. Interpret calendar systems and time divisions from Vedic and Brāhmaṇa texts.
4. Demonstrate concepts of zero, decimal system, and geometry in Vedic texts.
5. Synthesize insights from water, climate, time, and mathematics as India's scientific heritage.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 3.9	**Indian Scientific Heritage**	**04**	**0**	**0**	**04**

Details of Course:

Unit I **Credit 1**

- Water Management System in Ancient India.
- Water management in Indus Valley civilization.
- Eleven types of Water in Yajurveda (Yajurveda 22.25)
- Role of flora and fauna in recharging of underground water.
- Methods of water purification (Brihatsamhita 54. 121-122) (Vriksaayurveda 2.36-38)

Unit II **Credit 1**

- Climatology in Sanskrit Literature.
- History of Climatology in Ancient India.
- Climatology in Sanskrit Literature.
- Meteorology in Vedic Period (Rigveda 1.19.7, 1.37.11, 1.164.47, 5.62.1, 5.63.1-7)

Unit III **Credit 1**

- Ancient Indian Calendar Systems.
- Division of Time in Vedic Literature – Day, Month, Season, Year (Rigveda 1.25.8, 1.64.11) (Tattriya Samhita 1.4.14, 4.4.11)
- Concept of Ritu and samvatsara in Brahmana text (Tattriya Brahmana 3.10.4) (Satapatha Brahmana 1.6.3)
- Calculation of yuga, ayana, tithi and naksatra in Vedang Jyotisha (Yajusha Jyotisha, verses 5.9.19-20)

Unit IV **Credit 1**

- Vedic Mathematics.
- Concept and praise of Mathematics in Vedic Literature (Chandogyopanishad 7.1.2, 7.1.4) Vedanga Jyotish (Yasushi Jyotisha 4)
- Numerical words in Samhita Texts (Rigveda 1.164.2, 1.164.10-15)
- Concept of Zero (Rigveda, 4.11.2, 5.32.1, 8.91.7) (Brihadaranyakopnishad 5.1.1) (Chandogyopanishad 4.10.5), Decimal system (Rigveda,10.94.7), Numbers in Vedas (Yajurveda 17.2)
- Development of Geometry in Sulbha period (Sulbhasutra 1.37)

Essential/Recommended readings/Texts:

1. Chakravarthy, A. K., (1975), Origin and Development of Indian Calendrical Science, Indian Studies Past and Present, Calcutta, pp. 1–18.
2. Sharma, K. V., (1985), Vedāṅga Jyotiṣa of Lagadha, Indian National Science Academy, New Delhi, pp. 11–16.
3. Kapoor Kapil, Singh Awadhesh Kumar (Editors), (2021) Indian Knowledge Systems, DK Print World Private Limited, New Delhi.
4. Chitre Prakash, (2024), Our Intellectual Heritage, Motilal Banarasidas Publishing House, Delhi.

Difficulty Level 300-399

Credits - 4
Hours - 60

Major 3.10: Indian System of Logic and Debate

Course Objectives:

1. To acquaint students with the fundamental Indian principles of debate (vāda-vidyā) and their applications in philosophical discourse and diverse areas of knowledge.
2. To bring the indigenous science of argumentation (Anvīkṣikī) to the fore.
3. To develop in students the logical faculty of discourse and rational perception applicable to day-to-day life situations.

Learning Outcomes:

After the completion of the course, the students will:

1. Apply the principles of syllogistic logic through pañcāvayava-vākya and related concepts.
2. Evaluate theories of debate such as siddhānta, nirṇaya, and different modes of dialogue.
3. Apply principles of Indian logic and debate in academic and real-life discussions.
4. Analyze arguments systematically using classical Indian logical structures.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 3.10	Indian System of Logic and Debate	04	0	0	04

Details of Course:

Unit I Fundamentals of the Science of Debate. **Credit 1**

- Ānvīkṣikī (Science of inquiry) – Definition and importance.
- Growth of Ānvīkṣikī – Vāda-Vidyā (Evolution into the art of debate)
- Pariṣad (Council of debate) – Definition and types.
- Roles in debate:
  - Vādī (Discussant)
  - Prativādī (Opponent)
  - Madhyastha (Judge)
  - Prāśnika (Questioner)

Note: Definitions and concepts to be taken from:

  - Nyāyasūtra
  - Nyāyakośa (Bhimacharya Jhalkikar)

- A History of Indian Logic (S.C. Vidyabhushan, Chapter III, Section I)

Unit II Syllogistic Logic. **Credit 1**

- Anumāna (Inference) – Definition and key terms:
  - Sādhya (Major term / probandum)

    - Hetu (Middle term / probans)
    - Pakṣa (Minor term)
- Illustrations
    - Sapakṣa (Similar instance)
    - Vipakṣa (Contrary instance)
- Vyāpti (Invariable Concomitance) – Types and methods of establishment.
- Demonstration of pervasion:
    - Upādhi (Condition)
    - Tarka (Hypothetical reasoning) – Nature and varieties.
- Pañcāvayava-vākya (Five-membered syllogism) – Structure and application.

Note: Definitions and concepts to be taken from:

- *Tarkasaṁgraha.*
- *Tarkabhāṣā.*
- *Nyāya Theory of Knowledge* (S.C. Chatterjee, Chapters XI–XIV)

Unit III: Theory of Debate. Credit 1

- Dṛṣṭānta (Example) – Role in argument.
- Siddhānta (Tenet) – Definition and function.
- Nirṇaya (Ascertainment) – Process and significance.
- Kathā (Dialogue) – Kinds of dialogues.
- Types of interaction:
    - Vāda (Discussion)
    - Jalpa (Wrangling)
    - Vitaṇḍā (Cavil)

Unit IV: Fallacies and Defeats in Debate. Credit 1

- Chala (Quibble) – Definition and kinds.
- Jāti (Analogue) – Types and usage.
- Nigrahasthāna (Point of defeat) – Definition and kinds:
    - Pratijñāhāni (Hurting the proposition)
    - Pratijñāntara (Shifting of proposition)
    - Pratijñāvirodha (Opposing the proposition)
    - Pratijñāsannyāsa (Renouncing the proposition)
    - Matānujñā (Admission of an opinion)

Note: Definitions and concepts to be taken from:

- *Nyāyasūtra*
- *Nyāyakośa* (Bhimacharya Jhalkikar)
- *A History of Indian Logic* (S.C. Vidyabhushan, Chapter II, Section II)

Essential/Recommended readings/Texts:

1. Athalye & Bodas, (1920), Tarkasaṅgraha (only introduction & exposition of anumāna), Mumbai.
2. Shastri, Kuppuswami, (1951), A Primer of Indian Logic (only introduction & exposition of anumāna), Madras.
3. Bagchi, S. S., (1951), Inductive Logic: A Critical Study of Tarka & Its Role in Indian Logic, Darbhanga.
4. Hiriyanna, M., (1956), Outline of Indian Philosophy, London, (Also Hindi translation).
5. Vidyabhushan, Satish Chandra, (1962), A History of Indian Logic (Chapter III of Section I & Chapter II of Section II only), Delhi: Motilal Banarsidass.
6. Chatterjee, S. C., & Datta, D. M., (1968), Introduction to Indian Philosophy, Calcutta: Calcutta University, (Hindi translation also available).
7. Chatterjee, S. C., (1968), The Nyāya Theory of Knowledge, Calcutta.
8. Potter, Karl H., (1977), Encyclopaedia of Indian Philosophies, Vol. II, Delhi: Motilal Banarsidass.
9. Jhalkikar, Bhimacharya, (1997), Nyāyakośaḥ, Poona: Bhandarkar Oriental Research Institute, (Reprint of fourth edition).
10. Matilal, B. K., (1998), The Character of Logic in India, Oxford.
11. उपाध्याय आचार्य बलदेव (2007) भारतीय दर्शन की रूपरेखा, चौखंभा पब्लिशर्स, वाराणसी : भारत।
12. Annaṁbhaṭṭa, (2007), Tarkasaṁgraha (with Dīpikā), Ed. & Tr. in Hindi by Kanshiram & Sandhya Rathore, Delhi: MLBD.
13. सिंह जदुनाथ, (2014), भारतीय दर्शन, मोती लाल बनारसी दास प्राइवेट लिमिटेड, नई दिल्ली।
14. Radhakrishnan, S., (1990), Indian Philosophy, Delhi: Oxford University Press.
15. Jha, Harimohan, Bhāratīya Darśana Paricaya, Vol. I (Nyāya Darśana), Darbhanga.

FOURTH YEAR: MAJOR PAPERS

Difficulty Level 400-499

Credits - 4
Hours - 60

SEMESTER – 7

Major 4.1: World Sanskrit Literature

Course Objectives:

1. To introduce students to the historical phases of cultural interaction between India and regions such as Europe, West Asia and South East Asia.
2. To examine the impact of colonial narratives on India's intellectual and scholarly traditions.
3. To explore linguistic and cultural connections between India and Europe, focusing on Indo-European affinities.
4. To trace the transmission and reception of key Indian texts such as fables, the Upanishads, the Bhagavad Gītā and works of Kālidāsa in Western intellectual and literary traditions.

Learning Outcomes:

After the completion of the course, the students will:

1. Explain about the cultural contacts between India and Europe, West Asia and South East Asia during different phases of history.
2. Narrate how colonialism distorted India's achievements in knowledge production.
3. Elaborate the Indo-European linguistic and cultural affinities.
4. Study the spread of Indian fables, the Upanishads, the Bhagavad Gita and Kalidasa's works in the West.
5. Appreciate the close relationship between Upanishadic thought and Sufism.
6. Examine how Sanskrit literature has impacted India's cultural ties with South East Asian countries.

Credit Framework

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 4.1	World Sanskrit Literature	04	0	0	04

Details of Course:

Unit I General Survey. **Credit 1**

- The idea of World Literature.
- Approaches to Sanskrit literature:
    - Romanticism to Utilitarianism
    - The colonialist agenda.

- Sanskrit words in Indo -European languages.

Unit II Indian Philosophical thought and its Global Spread. Credit 1

- Vedantic Thought and Western Idealism.
- Upanishadic thought and Sufism:
    - Dara Shikoh's Persian Translation of Upanishads.

Unit III Sanskrit Kavya in World Literature. Credit 1

- Ramayana in South East Asia.
- Mahabharata in South East Asian Cultures.
- Shakuntala in Europe.
- Migration of Panchatantra.

Unit IV Sanskrit Studies across the World. Credit 1

- Sanskrit studies in the United States of America (USA) and Canada.
- Sanskrit studies in China and Japan.
- Sanskrit studies in Europe (United Kingdom (UK), Germany and France)

Essential/Recommended Readings/Texts:

1. बुल्के फादर कामिल, (1950) रामकथा: उत्पत्ति और विकास, हिन्दी परिषद प्रकाशन, प्रयाग विश्वविद्यालय।
2. Tathagatananda Swami, (2010) Journey of the Upanishads to the West, Advait Ashram, Champawat, Uttarakhand
3. www.arisebharat.com (2011, October 22). *Impact of Bhagavad Gita on West*.
4. Hebber, N. H. (2012, March 2). *Influence of Upaniṣads in the West*. Boloji.com.
5. Grigore, G. (2013). *Kalila wa Dimna and its Journey to the World Literatures*. *Romano-Arabica, XIII*. University of Bucharest, Centre for Arab Studies.
6. Bedekar, V. *History of Migration of Panchatantra*.
7. Prasad, K. S. D. *Impact of Kalidasa on the West* (adapted from *Light from the Orient*).
8. Raghavan, V. (Ed.). *The Rāmāyana Tradition in Asia*. New Delhi: Sahitya Akademi.
9. Tathagatananda, S. *Bhagwadgita Castes its Spell on the West*.
10. Lutt, J. *Germany, India and the German Image of India, The Romantic and Utilitarian Image of India in Europe*.
11. Ganeri, J. *Migrating Texts and Traditions, Dara Shukoh and the Transmission of the Upanishads to Islam*.
12. Mahulikar, G. *Effect of Ramayana on Various Cultures and Civilisations*. Ramayana Institute.

13. Veenus Jain. *Mahabharat in South East Asia* [YouTube video].
14. Rashtriya Sanskrit Sansthan. *Sanskrit in the World*. New Delhi.
15. *रामकथा की विदेश यात्रा*. ignca.gov.in

Additional Readings:

1. Edgerton, F. (1965). *The Panchatantra*. London: George Allen and Unwin.
2. Sinha, M. (2010). Corrigibility, allegory, universality: A history of the Gita's transnational reception, 1785–1945. *Modern Intellectual History, 7*(2), 297–317.
3. Davis, R. M. (2015). *The Bhagawadgita: A biography*. Princeton: Princeton University Press.
4. Tathagatananda, S. *Journey of the Upanishads in the West*. Kolkata: Advaita Ashrama.
5. Halbfass, W. *India and Europe*. Delhi: Motilal Banarsidass.
6. Tathagatananda, S. *Light from the Orient*.
7. Halbfass, W. *Europe and India*. Delhi: Motilal Banarsidass.
8. amitabhbose.net. *The Sakuntala Epoch in European Romanticism and Indian Classicalism*.
9. Tathagatananda, S. *Abhijnana Shakuntalam, A Wonder Coming from a Land of Wonders*. In *Light from the Orient* (pp. 69–94).

Difficulty Level 400-499

Credits - 4
Hours - 60

Major 4.2: Sanskrit Theatre and Script Writing

Course Objectives:

1. To introduce students to the ancient history of theatre in India, with references traceable to the hymns of the Rigveda.
2. To explore the development of dramaturgy by Bharata and its foundational role in Indian theatre.
3. To help students identify the richness of drama and gain awareness of the classical aspects of theatre.
4. To understand acting as a practical aspect of play performance.
5. To highlight the close relationship between the scriptwriter and the society in which they live.
6. To impart theoretical knowledge about the art of drama and theatre.
7. To encourage students to enhance their natural talent through the composition and performance of drama.
8. To study the rules governing the performance and composition of plays.
9. To sharpen the dramatic talent of students through academic and creative engagement.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to understand several theoretical aspects of theatrical performance and production.
2. Be able to analyze the various types of stages and their constructions, evaluate stage settings and acting styles, and create appropriate costume and design layouts.”
3. Become familiar to introduce main principles of theatre performance and appreciation.
4. Be able to denote the performance aspect of the arts in the Indian context.
5. Demonstrate the skills needed to develop a story or incident into a written script for a play.
6. Be able to prepare scripts and perform them on stage.

Credit Framework

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 4.2	Sanskrit Theatre and Script Writing	04	0	0	04

Details of Course:

Unit I Theatre: Types and Construction. **Credit 1**

- Types of theatre:
  - Vikṛṣṭa (oblong)
  - Caturasra (square)
  - Tryasra (triangular)

    - Jyeṣṭha (big)
    - Madhyama (medium)
    - Avara (small)

Unit II Acting. **Credit 1**

- Abhinaya and its types:
    - Angika (gestures)
    - Vācika(oral)
    - Sāttvika (representaion of the sattva)
    - āhārya (dresses and make-up)
- Lokadharmī and Nātyadharmī Abhinaya.

Unit III Nature and Development of Plot. **Credit 1**

- Nature of plot: Vastu: (Subject-matter): Adhikārika (principal), Prāsaṅgika (subsidiary)
- Source of plot: Prakhyāta (legendary), Utpādya (invented), Miśra (mixed)
- Objectives of plot- Kārya (Dharma, Artha, Kāma)
- Elements of plot- Five kinds of Arthaprakṛtis (caustations)
- Five kinds of Arthopakṣepaka (interludes)

- **Kinds of dialogue:**
    - Sarvaśrāvya or Prakāśa (aloud)
    - Aśrāvya or Svagata (aside)
    - Niyataśrāvya: Janāntika (Personal address), Apavārita (confidential)
    - Akāśabhāṣita (conversation with imaginary person)

Unit IV Members of theatrical group. **Credit 1**

- Netā: Four kinds of heroes.
- Three kinds of heroines.
- Sūtradhāra (Stage Manager)
- Vidūṣaka (Jester)
- Pratināyaka (Villain)

Essential/Recommended Readings/Texts:

1. अनीता (2019), संस्कृत छायानाट्य परम्परा, कला प्रकाशन, नई दिल्ली।
2. Hass. (1912). *The Daśarūpaka: A treatise on Hindu dramaturgy*. New York: Columbia University.
3. द्विवेदी, हजारीप्रसाद, (1963), *नाट्यशास्त्र की भारतीय परंपरा और दशरूपक*, दिल्ली : राजकमल प्रकाशन।
4. Adyarangachrya. (1966). *Introduction to Bharata's Nāṭyaśāstra*. Bombay: Popular Prakashan.
5. Ghosh, M. M. (1967). *Nāṭyaśāstra, Bharata, vol-1*. Calcutta: Manisha Granthalaya.

6. Ghosh, M. M. (1967). *Nāṭyaśāstra of Bharatamuni, vol-1*. Calcutta: Manisha Granthalaya.
7. Richmond, F. P. (Ed.). (2007). *Indian theatre: Traditions of performance, vol-I, origins of Sanskrit theatre*.
8. द्विवेदी, मीरा, (2018), *संस्कृत नाट्य, अभिनय एवं पटकथा लेखन*, दिल्ली : परिमल पब्लिकेशन्स।

Additional Readings:

1. Yajnick, R. K. (1933). *Indian theatre*. London.
2. Gupta, C. B. (1954). *Indian theatre*. Varanasi.
3. Nicoll, A. (1962). *The theatre and dramatic theory*. London.
4. गैरोला, वाचस्पति, (1967), *भारतीय नाट्यपरम्परा और अभिनयदर्पण*, इलाहाबाद।
5. सीताराम, झा, (1981), *नाटक और रंगमंच*, पटना : बिहार राष्ट्रभाषा परिषद्।
6. त्रिपाठी, राधावल्लभ, (1988), *भारतीय नाट्यः स्वरूप और परंपरा*, सागर : हरिसिंह गौर विश्वविद्यालय।
7. Mehta, T. (1999). *Sanskrit play production in ancient India*. Delhi : MLBD.
8. त्रिपाठी, राधावल्लभ, (1999), *भारतीय नाट्यशास्त्र की परम्परा और विश्व रंगमंच*, दिल्ली : प्रतिभा प्रकाशन।

Difficulty Level 400-499

Credits - 4 Hours - 60

Major 4.3: Navya Nyaya Language and Methodology

Course Objectives:

1. To learn the historical development of Navya-Nyāya and understand its philosophical significance.
2. To recognize the contributions of major thinkers such as Gangeśa Upādhyāya, Raghunātha Śiromaṇi and others in shaping its conceptual framework.
3. To acquire a clear understanding of the structure, syntax and technical vocabulary of Navya-Nyāya's specialized language.
4. To study and interpret key portions of the Navya-Nyāya Bhāṣā Pradīpa, emphasizing its logical methodology and terminologies.
5. To develop analytical skills necessary for evaluating philosophical arguments through Navya-Nyāya techniques.

Learning Outcomes:

After the completion of the course, the students will:

1. Explain the origins, historical development and philosophical contributions of Navya-Nyāya.
2. Identify Prominent Acharyas and their significant works in Navya-Nyāya philosophy.
3. Interpret and use Navya-Nyāya technical terminology in structured arguments.
4. Analyse the logical expressions from the Navya-Nyāya Bhāṣā Pradīpa.
5. Develop research-based insights into Navya-Nyāya logic and its applicability to modern logic and linguistics.

Credit Framework

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 4.3	Navya Nyaya Language and Methodology	04	0	0	04

Details of Course:

Unit I Introduction to Navya-Nyaya. **Credit 1**

- Navya-Nyāya-Historical briefs, Its Conceptual Development.
- Introduction to Prominent Acharyas and their works:
  - Gangeśa Upādhyāya.V
  - Ardhamāna Upādhyāya.
  - Paksadhara Miśra
  - Vāsudeva Sārvabhauma.
  - Raghunātha Śiromani.

Unit II Navvya Nyāya Language and Terminology. Credit 1

- Structure and syntax of Navya Nyāya technical language.
  - Key linguistic tools:
    - Dharma –Dharmin (Property - Property-holder)
    - Saṁbandha (Relations)
    - Pratiyogin–Anuyogin (Counterrelatum and Base-relatum)
    - Avacchedaka (Delimitors) Abhāva (Absence) etc.
    - Illustrations of technical definitions and their significance.

Unit III Navya Nyāya Bhāṣā Pradīpa - Logical Analysis and Methodology. Credit 1

- Overview of Navya Nyāya Bhāṣā Pradīpa: Structure and objectives.
- Textual reading: Text up to 24 from Navya Nyāya Bhāṣā Pradīpa.

Unit IV Analysis of Key Sections of Navya Nyāya Bhāṣā Pradīpa. Credit 1

- Developing an understanding of technical expressions and their symbolic representation - Textual reading: Text 25 to 53 from Navya Nyāya Bhāṣā Pradīpa.

Essential/Recommended Readings/Texts:

1. Vidyabhusana, S. C. (1920). *A history of Indian logic*. Delhi: Motilal Banarsidass.
2. Matilal, B. K. (1968). *Navya Nyaya doctrine of negation*. Cambridge, MA: Harvard University Press.
3. Guha, D. C. (1979). *Navya Nyāya system of logic: Basic theories & techniques*. Delhi: Motilal Banarsidass.
4. Jha, V. N. (1986). *Studies in language, logic and epistemology*. Delhi: Pratibha Prakashan.
5. Ingalls, D. H. H. (1988). *Materials for the study of Navya-Nyaya logic*. Delhi: Motilal Banarsidass.
6. Vattanky, J. (1995). *Nyaya philosophy of language*. Delhi: Sri Satguru Publications.
7. Bhattacharyya, S. (1998). *Language, testimony and meaning*. Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
8. Jha, U. (2004). *A primer of Navya-Nyaya language and methodology*. Kolkata: The Asiatic Society.
9. (2017). *नव्यन्यायभाषाप्रदीपः (Brief notes on the modern Nyaya system of philosophy and its technical terms)*, अहमदाबाद : Parshva Publication.
10. महामहोपाध्याय महेशचन्द्र न्यायरत्नः, (2018), *नव्यन्यायभाषाप्रदीपः* (हिन्दी अनुवादः डॉ. उज्ज्वला झा), पुणे : श्रुतभवन संशोधन केंद्र।
11. Nyayaratna, M. C. *Navya Nyaya Bhasa Pradipa*.

Difficulty Level 400-499

Credits - 4
Hours - 60

Major 4.4: Basic Skills for Research Paper and Dissertation

Course Objectives:

1. To introduce students to the fundamentals of writing research dissertations and academic papers.
2. To help students acquire essential skills for effective and scholarly research writing.
3. To ensure a clear understanding of academic standards, structure and formatting required in research.
4. To familiarize students with the techniques and methodologies applicable to academic research and writing.

Learning Outcomes:

After the completion of the course, the students will:

1. Narrate the basics of writing research dissertations or papers.
2. Gain the necessary skills required for effective research writing.
3. Interpret a clear understanding of the standards to be followed in academic research.
4. Apply the techniques to be used in their research writings.

Credit Framework

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 4.4	Basic Skills for Research Paper and Dissertation	04	0	0	04

Details of Course:

Unit I Theoretical concept of Research. **Credit 1**

- Introduction, Objectives and Types of Research.
- Outline of Research Work.
- Topic Selection and Writing Methods.
- Material Collection: Primary and Secondary.
- E-Recourses and Research Tools.

Unit II Dissertation/Paper Editing Tools. **Credit 1**

- Typing tools for Unicode Devanagari.
- Editing Tools: Microsoft Word and Google Docs.

Unit III Basics of Research Paper Writing. **Credit 1**

- Topic Selection.

- Review of Literature.
- Drafting the body.
- Revision/Editing.
- Major Components of Research Papers:
    - Abstract.
    - Keywords.
    - Background and Introduction.
    - Review of Literatures.
    - Objective.
    - Material (Data) and Methodology.
    - Result and Discussions.
    - Conclusions.
    - Finding.
    - Future Direction of Research.
    - Acknowledgement.
    - References.

Unit IV Dissertation Writing Skill. **Credit 1**

- Overview of the dissertation.
- Major steps: Proposal, Dissertation Writing, Editing/Review.
- Presentation and Submission.
- Essential Elements of Research Proposal:
    - Research topic selection.
    - A brief description of the proposed thesis.
    - Preliminary outline of the proposed research.
    - Survey.
    - Reference list.

- Structure of Dissertation:
    - Title Page.
    - Acknowledgement.
    - Abstract.
    - Table of Contents.
    - List of figures.
    - List of Tables.
    - List of Appendixes.
    - Dissertation Chapters.
    - References Lists.

Essential/Recommended Readings/Texts:

1. द्विवेदी प्रभुनाथ, (2014), संस्कृत शोध प्रविधि, वाराणसी : शारदा संस्कृत संस्थान।
2. Yelikar, 2009, Essentials of Research Methodology & Dissertation Writing ((Fogsi), Jaypee Brothers Medical Publishers.

3. Teacher's notes, ppt and handout.
4. http://www.makeuseof.com/tag/5-powerpoint-tips-improve-presentation-skills-overnight/
5. https://www.slideshare.net/subagini/effective-presentation-skills-28512891
6. http://www.free-power-point-templates.com/articles/18-tips-to-improve-presentation-skills/

Difficulty Level 400-499

Credits - 4
Hours - 60

Major 4.5: The Tradition of Vedic Commentaries

Course Objectives:

1. To introduce students to different traditional and modern methods of Vedic commentary and interpretation.
2. To familiarize students with the nature, purpose and relevance of the Vedas and the principles guiding their study.
3. To expose students to the key areas of knowledge presented in the Ṛgveda, such as Brahmavidyā and socio-religious duties.
4. To provide insights into the six Vedāṅgas and the role of Purāṇas and other auxiliary texts in understanding Vedic knowledge.

Learning Outcomes:

After the completion of the course, the students will:

1. Explain and differentiate between Prācyavyākhyāpaddhati, Ādhunikavyākhyāpaddhati and Pratīcyavyākhyāpaddhati.
2. Narrate conceptual clarity on the definition, purpose and value of the Vedas (vedatva, prayojana and phala)
3. Appreciate the Vedic praise for the knower of Vedic meaning (vedārthajñapraśaṁsā)
4. Demonstrate the knowledge of fundamental disciplines like Brahmavidyā and Sṛṣṭividyā as found in the Ṛgveda.
5. Elaborate the ethical and ritualistic aspects like rājadharma, prajādharma and pañcamahāyajña.
6. Explain the structure and significance of the Vedāṅgas in the broader framework of Vedic study.
7. Analyze how Purāṇas and other texts support and illuminate the interpretation of Vedic literature.

Credit Framework

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 4.5	The Tradition of Vedic Commentaries	04	0	0	04

Details of Course:

Unit I Vaidika Bhāṣya and Bhāṣyakāra. **Credit 1**

- Prācyavyākhyāpaddhati.

- Ādhunikavyākhyāpaddhati.
- Pratīcyavyākhyāpaddhati.

Unit II Vedasvarūpa. **Credit 1**

- Veda – Nirvacana and Vedatva
- Viṣaya And Prayojana
- Vedādhyayana – Phala
- Vedārthajñapraśaṁsā

Unit III Vedokta Vidyā (Ṛgvedabhāṣyabhūmikā) **Credit 1**

- Brahmavidyā.
- Sṛṣṭividyā.
- Rājāprajādharma-Vicāra.
- Pañcamahāyajña.

Unit IV Vedāṅga and Purāṇādi (Vedādibhāṣyabhūmikāsaṅgrahaḥ) **Credit 1**

- Aparavidyārūpāṇāṁ vedasya ṣaṅgānāṁ samuddeśaḥ
- Vedārthajñānopayogipurāṇādivimarśaḥ

Essential/Recommended Readings/Texts:

1. बलदेव उपाध्यायः, (1934), *वेदभाष्यभूमिकासंग्रहः*, वाराणसी।
2. Dandekar, R. N. (1965). *Vedic Religion & Mythology: A Survey of the Works of Some Western Scholars*. Poona: University of Poona.
3. सायणः, (1980), *ऋग्वेदभाष्यभूमिका*, (सम्पादकः - वीरेन्द्रकुमारवर्मा), वाराणसी : चौखम्बा ओरियण्टालिया।
4. सायणः, (1985), *ऋग्वेदभाष्यभूमिका*, (सम्पादकः - श्रीकण्ठपाण्डे), वाराणसी : भारतीय विद्या प्रकाशनम्।
5. फतेहसिंहः, (1999), *वैदिकदर्शनम्*, कोटा : संस्कृतसदनम्।
6. रामप्रकाशवर्णी, (2005), *आचार्य सायण और स्वामीदयानन्द सरस्वती की वेदभाष्य भूमिकाएँ*, दिल्ली : परिमल पब्लिकेशन्स्।
7. भगवद्दत्तः, (2008), *वैदिक वाङ्मय का इतिहास (खण्ड 1-3)*, (सम्पादकः - सत्यश्रवाः), दिल्ली : विजयकुमार गोविन्दराम हासानन्दः।
8. अरविन्दः, (2009), *वेद रहस्य*, (अनुवादकः - वेदालंकारः), पुदुच्चेरी : श्रीअरविन्दाश्रमः।
9. शशितिवारी, (2014), *वेदव्याख्यापद्धतयः*, दिल्ली : प्रतिभा प्रकाशनम्।
10. दयानन्द स्वामी, (2015), ऋग्वेदादिभाष्यभूमिका, श्री घूड़मल प्रहलाद कुमार आर्य धर्मार्थ न्यास, हिंडौन, राजस्थान।

Difficulty Level
400-499

Credits - 4
Hours - 60

SEMESTER – 8

Major 4.6: Vedanga Jyotisha and Scientific Wisdom

Course Objectives:

1. To teach the students the fundamentals of ancient astronomy.
2. To introduce the calculation of time according to traditional methods.
3. To explain the Vedic calendar system and its significance.
4. To provide an overview of the history and development of Indian astrology.
5. To familiarize students with the various branches of Indian astrology.
6. To offer a brief introduction to the contributions of ancient ācāryas in this field.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to narrate the ancient Indian methods of astronomical calculation.
2. Be able to denote the development and structure of the traditional calendar system.
3. Gain insight into the importance and relevance of astrology in daily life.
4. Demonstrate the underlying concepts and significance of the *Pañcāṅga* (Hindu almanac).

Credit Framework

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 4.6	Vedanga Jyotisha and Scientific Wisdom	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Purpose and Benefits of Astronomical Calculations, Importance of Mathematics and the Rule of Three (Lagadha's Jyotisha (Yājusha Jyotisha) - Padya Saṅkhyā: 1, 2, 3, 4, 42, 43.)
- Vedic Mathematics, Five Sutras by Swami Shri Bharati Krishna Tirtha Maharaj
- Pāribhāṣika śabdāvalī –
  - Mathematics
  - Types of Mathematics
  - Abstract Mathematics
  - (Bījagaṇita) – Algebra
  - (Kalan) – Calculus
  - (Saṅkhyā Siddhānta) – Number Theory
- Applied Mathematics:
  - (Gativijñāna) – Kinematics / Dynamics
  - (Sthitivijñāna) – Statics
  - (Khagol Vijñāna) – Astronomy / Celestial Mechanics

- Mathematical Terms:
    - Number (Saṅkhyā)
    - Digit (Aṅka)
    - Zero (Śūnya)
    - Infinity (Ananta)
    - Decimal (Daśamalava)
    - Square (Varga)
    - Square Root (Vargamūla)
    - Cube (Ghana)
    - Cube Root (Ghanamūla)
    - Hypotenuse (Śara / Karṇa)
    - Arc (Chāpa)
    - Sine (Trigonometric) (Jya)
    - Cosine (Koṭijyā)
    - Tangent (Sparśajyā)
    - Volume (Āyatana)
    - Root (Mūla)
    - Surd (Irrational Root) (Karaṇī)
    - Equation (Samīkaraṇa)
    - (Rajju) – Line or Rope (used for measuring; also refers to straight line)
    - Angle (Koṇa)

Unit II **Credit 1**

- General Introduction to the Pañcāṅga (Hindu Calendar Elements):
    - **Tithi** – *Lunar Day*
    - **Vāra** – *Weekday*
    - **Nakṣatra** – *Lunar Constellation*
    - **Yoga** – *A specific combination of Sun and Moon's positions*
    - **Karaṇa** – *Half of a Tithi (used in determining auspicious times)*

- Āryabhaṭṭīyam – Āryabhaṭa's Golapāda **(Verses 1–22)**
    - From Verse: "Meṣādeḥ katyāntam ... to svadhiyā ca kālasamam" up to 11th verse.
    - Description of the Earth and Celestial Sphere *(Bhoogola)*
    - Description of Astronomy (*Khagola)*

Unit III **Credit 1**

- A Brief History of Indian Mathematics and Astronomy
- Vedāṅga Jyotiṣa (One of the earliest Indian texts on astronomy, part of the Vedāṅgas)
- Śulba Sūtras (Ancient texts dealing with geometry, especially for altar construction)
- Pañcasiddhāntikā –
    - "The Five Astronomical Canons" (a work by Varāhamihira summarizing five earlier astronomical systems)
- Sūrya Siddhānta (A foundational Sanskrit text on Indian astronomy)
- Brahmagupta (7th-century mathematician and astronomer known for his work on zero and arithmetic operations)
- Śrīdharācārya (Mathematician known for contributions to algebra, including methods for solving quadratic equations)
- Āryabhaṭa II (A later astronomer and mathematician, not to be confused with the earlier Āryabhaṭa)
- Śrīpati (Mathematician and astrologer active in the 11th century)

- Bhāskarācārya (Bhāskara II) (12th-century mathematician known for his works Līlāvatī and Bījagaṇita)
- Gaṇeśa Daivajña (Medieval astronomer and commentator on earlier works)
- Kamalākara (17th-century astronomer known for his astronomical treatises)
- Jai Singh (Sawai Jai Singh II) (18th-century king and astronomer, known for constructing observatories (Jantar Mantar) in India)

Unit IV **Credit 1**

- Major Ancient Yajñas (Sacrificial Rituals) and Observatories for Astronomical Calculations.
- Nāḍīvalaya Yantra (Equinoctial Dial)
- Yāmyottarīya Turīya Yantra (Instrument for measuring meridional altitude) (North-South quadrant instrument)
- Samrāṭ Yantra (Samrāṭ-Palabha Yantra) (The "King of Instruments"; a large sundial used for accurate time measurement)
- Śaṅku Yantra (Gnomon or shadow instrument for altitude measurement)
- Tārāmaṇḍala (Celestial Sphere or Planetarium)
- Chakra Yantra (Circular instrument for astronomical observations)
- Yāmyottara Dharātalīya Turīya Yantra (Meridian ground quadrant instrument)
- Krāntivṛtta Yantra (Ecliptic ring instrument used to measure celestial latitude and longitude)
- Tulā-Karka-Makara Rāśi Valaya Yantra (Zodiacal ring instrument for Libra, Cancer, and Capricorn signs)
- Ṣaṣṭhāṁśa Yantra (Sextant-type instrument - divides the sky into sixths for measurement).
- Jaipur Observatory (Jantar Mantar) – (Constructed by Maharaja Jai Singh II)
- Kashi Observatory (in Varanasi) – (Traditional center for astronomical studies)
- Jantar Mantar (Delhi) (Another major observatory built by Jai Singh II for precise astronomical observations)

Essential/Recommended Readings/Texts:

1. Tirthaji Maharaja, Jagadguru Swami Sri Bharati Krsna, *Vedic Mathematics*, Delhi, Motilal Banarasidass.
2. Aryabhata, (1976), *Aryabhatiya of Aryabhata with the commentary of Bhaskara I and Somesvara*, Edited by K.S. Shukla, New Delhi, Indian National Science Academy.
3. लगधाचार्य सोमाकरः, (2008), *लगधज्योतिष (याजुष् व आर्य संस्करणम्)*, (सुधाकर भाष्य, लघुविवरण संस्कृत टीका, विस्तृत भूमिका, सान्वयानुवाद व सुयशा हिन्दी टीका सहित, डा. पुनीता शर्मा), दिल्ली : नाग पब्लिशर्स।
4. कपिलेश्वरशास्त्री, (1987), *सूर्यसिद्धान्तम् (तत्त्वामृतभाष्योपपत्तिटिप्पणी सहित)*, वाराणसी : चौखम्बा संस्कृत संस्थानम्।

Additional Readings:

1. गोरखप्रसादः, (1974), *भारतीयज्योतिषकाइतिहासः*, लखनऊ : उत्तरप्रदेशहिन्दीसंस्थानम्।
2. दीक्षितः, शंकरबालकृष्णः, (1990), *भारतीयज्योतिषम्*, लखनऊ : उत्तरप्रदेशहिन्दीसंस्थानम्।
3. शर्मा, कल्याणदत्तः, (1994), *वेधशालापरिचयपुस्तिका*, दिल्ली : लालबहादुरशास्त्रीराष्ट्रीयसंस्कृतविद्यापीठम्।
4. द्विवेदीः, भोजराजः, (2002), *आचार्यवराहमिहिरकज्योतिषेयोगदानम्*, दिल्ली : रञ्जन पब्लिकेशन।

Difficulty Level 400-499

Credits - 4
Hours - 60

Major 4.7: The Indian Philosophy of Language

Course Objectives:

1. To introduce students to fundamental linguistic concepts and philosophical theories in Vedic and classical Sanskrit literature.
2. To develop understanding of key grammatical categories such as *prakṛti-pratyaya*, *śabda*, *vāk* and *śabdabodha*.
3. To explore significant contributions from ancient grammarians like Yāska, Patañjali, Śākaṭāyana and Bhartṛhari.
4. To examine the evolution of language philosophy through pre-Pāṇinian, Pāṇinian and post-Pāṇinian traditions.
5. To cultivate analytical perspectives on how meaning is conveyed and interpreted in Sanskrit, including theories like *abhihitānvayavāda* and *anvitābhidānavāda*.
6. To understand the objectives of grammatical inquiry and its philosophical significance in Indian thought.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to narrate the linguistic theories in Vedic literature, phonemics, morphology, and the principles of Yāska and Śākaṭāyana.
2. Be able to analyze the principles of verbal cognition, theories of meaning (universalism and particularism), the use of case and syntactic functions, and critically examine the theories of Abhihitānvayavāda and Anvitābhidhānavāda.
3. Be able to comprehend the purposes of grammatical study and examine comparatively the linguistic philosophy of pre-Pāṇinian, Pāṇinian, and post-Pāṇinian traditions.
4. Be able to critically evaluate the linguistic philosophies of scholars such as Gārgya, Audumbarāyaṇa, Yāska, Patañjali, Bhartṛhari, Nāgeśa, and others within a philosophical framework.

Credit Framework

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 4.7	The Indian Philosophy of Language	04	0	0	04

Details of Course:

Unit I Fundamental thoughts and theories-I. **Credit 1**

- The linguistic speculations in Vedic literature, Vak and its levels.
- Phonemics in Shiksha and Pratishakhyas.
- Morphology Prakriti-Pratyaya.
- Shakatayana Akhyataja-Shabda (Verbal origin of words)

- Yaska -
    - Shabdanityatva (Eternity of Shabda)
    - Padavibhaga (classification of words)
    - Nirvachana (Etymological derivation of the words)

Unit II Fundamental thoughts and theories-II. Credit 1

- Shabdabodha Sanketagraha, Padartha (Jatishaktivada, Vyaktivada)
- Patanjali - Siddhe-shabdartha-sambandhe.
- Vakyartha Karaka and Vibhakti.
- Different Approaches to Arthabodha -
    - Tatparyartha
    - Abhihitanvayavada
    - Anvitabhidhanavada

Unit III Language Philosophy as reflected in Sanskrit Grammatical Traditions. Credit 1

- Objectives of Grammatical Studies –
    - Raksha
    - Uha
    - Agama
    - Laghava
    - Asandeha.
- Philosophy of Language in –
    - Pre Paninian-Grammatical Tradition.
    - Paninian Grammatical Tradition.
    - Post Paninian Grammatical Tradition.

Unit IV Sanskrit Grammar Philosophical Traditions. Credit 1

- Language Philosophy of:
    - Gargya
    - Audumbarayana
    - Yaska
    - Patanjali
    - Bhartrihari
    - Kaiyata
    - Nagesha
    - Kumarila Bhatta
    - Prabhakara Guru
    - Jagadisha Tarkalankara

Essential/Recommended Readings/Texts:

1. Varma, Satyakama, (1930), *The Philosophy of Sanskrit Grammar*, Calcutta: University of Calcutta.
2. द्विवेदीः, कपिलदेवः, (1951), *अर्थविज्ञानं च व्याकरणदर्शनम्*, इलाहाबाद : हिन्दुस्तान अकादमी।
3. Chakravarti, P.C., (1963), *Linguistic Speculations of the Hindus*, Calcutta.
4. Pandey, R.C., (1963), *Problem of Meaning in Indian Philosophy*, Delhi: MLBD.

5. Kunjunni Raja, K., (1964), *Indian Theories of Meaning*, Madras: Adyar Library.
6. त्रिपाठीः, रामसुरेशः, (1972), *संस्कृतव्याकरणदर्शनम्*, दिल्ली।
7. Sharma, Deepti, (1975), *व्याकरणिककोटीनां विश्लेषणात्मकअध्ययनम्*, पटना : बिहार हिन्दी ग्रन्थ अकादमी।
8. Iyer, K.A.S., (1977), *The Vakyapadiya of Bhartrihari, Ch. II*, Delhi.
9. मीमांसकः, युधिष्ठिरः, (1984), *संस्कृतव्याकरणशास्त्रस्य इतिहासः*, सोनीपत : रामलाल कपूर ट्रस्ट।
10. Sastri, Gaurinath, *Philosophy of Word and Meaning*, Calcutta: Sanskrit College.
11. मिश्रः, शोभाकान्तः, (1989), *शब्दार्थतत्त्वम्*, पटना : बिहार हिन्दी ग्रन्थ अकादमी।
12. Matilal, Bimal Krishna, (1990), *The Word and the World: India's Contribution to the Study of Language*, London: Oxford University Press.
13. शब्दार्थमीमांसा, (हिन्दी अनुवादकः मिथिलेशचतुर्वेदीः), (1992), वाराणसी : सम्पूर्णानन्द संस्कृत विश्वविद्यालय।
14. मीमांसकः, युधिष्ठिरः, (1984), *संस्कृतव्याकरणशास्त्रस्य इतिहासः*, सोनीपत : रामलाल कपूर ट्रस्ट।
15. बिजल्वानः, चक्रधरः, *भारतीयन्यायशास्त्रम्*, लखनऊ : उत्तरप्रदेश हिन्दी संस्थान।
16. शुक्लः, बलरामः, (2013), *भारतीयं च पाश्चात्त्यं च वाक्यार्थसिद्धान्तम्*, दिल्ली : प्रतिभा प्रकाशन।
17. सोमवीरः, (2013), *भारतीयदर्शने भाषातत्त्वम्*, दिल्ली : परिमल प्रकाशन।
18. अय्यरः, के.ए.एस., *भर्तृहरिकं वाक्यपदीयम्* (अनुवादकः रामचन्द्रद्विवेदी), जयपुर : राजस्थान हिन्दी अकादमी।

Difficulty Level
400-499

Credits - 4
Hours - 60

Major 4.8: Ancient Indian Psychology

Course Objectives:

1. To enable students to have a general understanding of ancient Indian psychological theories and ideas.
2. To impart knowledge of human faculties of cognition and emotions as reflected in Indian thought systems.
3. To make students familiar with psychologically significant classical texts and thinkers.
4. To make students aware with practical and applied aspect of psychological thoughts.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to explain the general features of ancient Indian psychology.
2. Be familiar to explain the prominent texts and thinkers who contributed to ancient Indian psychological thought.
3. Be able to denote the psychological aspects of Pātañjala Yoga.
4. Be able to appreciate the relevance of ancient Indian psychological thought in promoting mental health and well-being.

Credit Framework

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 4.8	Ancient Indian Psychology	04	0	0	04

Details of Course:

Unit I Vedic Psychology. **Credit 1**

- Paṅcakośa: Five Sheats of Human-Self.
- Personality-types: Dhīra and Mūdha.

Unit II Nyāya Theory of Perception. **Credit 1**

- Definition and mental process of perception (Pratyakṣa)
- Determinate and indeterminate perception.

Unit III Yoga psychology. **Credit 1**

- Mind and its modifications (Citta and Cittavṛtti)
- Five Types of Cittavṛtti.
- Dhyāna as a way to mental health and well-being.

Unit IV Idea of emotions in Bharata Muni's Nātyaśāstra. Credit 1

- Types of emotions (bhāvas) and their transformation in Rasas.

Essential/Recommended Readings/Texts:

1. शर्मा रामनाथ, शर्मा रचना (2004), भारतीय मनोविज्ञान, अटलांटिक पब्लिशर्स एंड डिस्ट्रीब्यूटर्स प्राइवेट लिमिटेड, दिल्ली।
2. द्रविड़ नारायण शास्त्री, चौरसिया राजेश कुमार (2007), भारतीय मनोविज्ञान, विश्वविद्यालय प्रकाशन, वाराणसी : उत्तरप्रदेश।
3. Radhakrishnan, S., (2008), *Indian Philosophy (Vols. I–II)*, Delhi: Oxford University Press.
4. Rao, K. R., Paranjpe, A. C., Dalal, A. K. (Eds.), (2008), *Handbook to Indian Psychology*, Cambridge: Cambridge University Press.
5. Sharma, Chandradhar, (2013), *भारतीयदर्शनम् - आलोचनञ्च अनुशीलनञ्च*, वाराणसी : मोतीलालबनारसीदासः।
6. Bilimoria, P., Wenta, A. (Eds.), (2015), *Emotions in Indian Thought-systems*, London: Routledge Publications.
7. Sinha, J., (2017), *Indian Psychology (3 vols)*, Delhi: Motilal Banarsidass.
8. पाठकः, आर०सी०, (2020), *भारतीयमनोविज्ञानम्*, दिल्ली : राधापब्लिकेशन्स्।
9. Abhedananda, Swami, *Yoga Psychology*, Kolkata: Vedanta Math.
10. स्वामी विवेकानन्दः, *राजयोगः*, नागपुरम् : श्रीरामकृष्णाश्रमः।

Difficulty Level 400-499

Credits - 4
Hours - 60

Major 4.9: Modern Trends in Sanskrit Literature

Course Objectives:

1. To introduce the concept of folk elements in modern Sanskrit literature as presented by scholars like Abhirāja Yasho Bhūṣaṇam.
2. To explore various Sanskrit folk song forms such as *Yakṣagāna*, *Daṇḍaka*, *Phālgunikam* and *Holi-gītam* and understand their features and examples.
3. To provide knowledge about the Chandomukti movement (liberation from meter) and its impact on Sanskrit poetic expression.
4. To introduce key figures in free verse and modern prose forms in Sanskrit literature including novel, memoir and travelogue.
5. To examine the adaptation of foreign poetic forms like *Ghazal*, *Haiku*, *Tanka*, *Sonnet* and *Sijo* into Sanskrit, along with notable practitioners.
6. To analyze how modern Sanskrit poetry reflects contemporary consciousness (yugabodha) and interacts with global literary influences through translations.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to explain the concept of Lokagīti (folk song) in the context of modern Sanskrit literature.
2. Recognize and describe the structure and themes of different Sanskrit folk forms like *Yakṣagāna*, *Laṅgalikam* and *Pracaraṇagītam*.
3. Appreciate the role of Abhirāja Yasho Bhūṣaṇam in defining folk song characteristics and their relevance in modern literature.
4. Be able to elaborate the philosophy and stylistic approach behind Chandomukti and identify works by poets such as *Revāprasāda Dvivedī*, *Vedakumārī Ghai* and others.
5. Understand the evolution and characteristics of modern prose genres like *Upanyāsa* (Novel), *Saṁsmaraṇa* (Memoir) and *Yātrā-Vṛttānta* (Travelogue).
6. Analyze the integration of foreign metrical forms in Sanskrit and assess the contributions of poets like *Harṣadeva Mādhava*.
7. Be able to discuss the presence of contemporary themes, social issues and modern sensitivity in Sanskrit poetry.
8. Explore and interpret translated poetic works in Sanskrit, understanding how they bring global literature into the Sanskrit literary fold.

Credit Framework

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 4.9	Modern Trends in Sanskrit Literature	04	0	0	04

Details of Course:

Unit I Folk Songs Used in Modern Sanskrit Literature. Credit 1

- The Concept of Folk Song in Modern Sanskrit Literature – According to *Abhirāja-Yasho-Bhūṣaṇam*.
- Types of Modern Sanskrit Folk Songs – Characteristics and examples (based on *Abhirāja-Yasho-Bhūṣaṇam*):
    - Yakṣagāna – A musical theatre-style narrative.
    - Daṇḍaka – A metrical form, often used for expressive or devotional songs.
    - Phālgunikam – Songs associated with the spring festival (Phālguna).
    - Sūtagṛham – Narrative-based songs, often sung in familial or social contexts.
    - Holīgītam – Songs of the Holi festival.
    - Lāṅgalikam – Songs related to ploughing and agriculture.
    - Vaṭukagītam – Songs sung by students or young boys.
    - Pracaraṇagītam – Songs composed for public performances or mass movements.
- Sanskrit Songs Based on Folk Tunes – An introduction to Sanskrit compositions influenced by traditional and regional melodies.

Unit II Free Verse and Modern Prose Genres in Modern Sanskrit Literature. Credit 1

- The Concept of Free Verse in Modern Sanskrit Literature – As explained in *Abhirāja-Yasho-Bhūṣaṇam*.
- Notable Free Verse Poets in Sanskrit:
    - Revaprasad Dwivedi
    - Vedkumari Ghai
    - Bhaskaracharya Tripathi
    - Prabhakar Narayan Kavathekar
- Modern Prose Genres in Sanskrit Literature:
    - Novels
    - Memoirs
    - Travelogues

Unit III Foreign Metrical Forms used in Modern Sanskrit Literature: Features and Examples. Credit 1

- Persian and Urdu Poetic Forms in Sanskrit:
    - Ghazal (called *Galajjalikā* in Sanskrit)
    - Examples by:
        - *Bhatt Mathuranath Shastri*
        - *Bacchulal Awasthi 'Gyan'*
- Japanese Poetic Forms in Sanskrit:
    - Haiku

  - Tanka
    Composed in Sanskrit by *Harshadev Madhav*.
- Italian Poetic Form:
  - Sonnet – Sanskrit sonnets written by *Harshadev Madhav*.
- Korean Poetic Form:
  - Sijo Poetry – Sanskrit compositions by *Harshadev Madhav*.

Unit IV Contemporary Sensibility and Translated Poetry in Modern Sanskrit Literature. Credit 1

- Contemporary Consciousness in Sanskrit Literature.
- Reflection of modern themes -
  - Social issues
  - Politics
  - Environmental Concerns
  - Globalization.
- Translated Poetry in Sanskrit (Introduction to poetry originally composed in other languages (e.g., English, Hindi, etc.) and translated into Sanskrit)

Essential/Recommended Readings/Texts:

1. द्विवेदी, आचार्य रेवाप्रसादः, (2007), *संस्कृतकाव्यशास्त्रस्य आलोचनात्मक इतिहासः*, वाराणसी : कालिदाससंस्थानम्।
2. मिश्रः, अभिराजराजेन्द्रः, (2010), *संस्कृतस्य अर्वाचीनसमीक्षात्मककाव्यशास्त्रम्*, प्रथमसंस्करणम्, वाराणसी : विश्वविद्यालयप्रकाशनम्।
3. मिश्रः, अभिराजराजेन्द्रः, (2013), *कल्पवल्ली (समकालिकसंस्कृतकाव्यसङ्कलनम्)*, प्रथमसंस्करणम्, नई दिल्ली : साहित्य अकादेमी।
4. त्रिपाठीः, राधावल्लभः, *संस्कृतसाहित्यस्य समग्रइतिहासः (चतुर्भागात्मकः)*, वाराणसी : साहित्यसंगमप्रकाशनम्।

Difficulty Level 400-499

Credits - 4 Hours - 60

Major 4.10: Indian Legal System

Course Objectives:

1. To introduce students to the fundamental concepts and various dimensions of law.
2. To examine the dynamic relationship between legal continuity and social change.
3. To explore the historical and societal role of people in shaping and transforming legal systems.
4. To develop an understanding of how legal frameworks should respond to societal needs and values.

Learning Outcomes:

After the completion of the course, the students will:

1. Acquire a general understanding of various aspects of law.
2. Understand the tensions between forces of change and the status quo.
3. Appreciate the role of people in the evolution of law.
4. Learn how a legal system must be sensitive to the needs of the people.

Credit Framework

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 4.10	Indian Legal System	04	0	0	04

Details of Course:

Unit I Concept of law in the Indian knowledge system. Credit 1

- Vyavahara as Law.
    - difference between dharma and vyavahara.
- Survey of vyavahara.
    - Literature Smritis
    - Commentaries
    - Nibandhas
- Peoples' Practices and the letter of law Custom as a source of law.
- Fundamental Principles of Vyavahara.

Unit II Wealth based Disputes. Credit 1

- Labour and Employment.
- Market Operations.
- Finance and Banking.
- Commercial Enterprises.

- Laws of Inheritance.

Unit III Violence based disputes. **Credit 1**

- Law of Insolent speech
- Law of injury and Death
- Crimes against women.

Unit IV Procedure and Evidence. **Credit 1**

- Types and hierarchy of courts.
- Legal procedure –
    - Plaint
    - Prima Facie Assessment
    - Summons
    - Injunctions
    - Reply
    - Judgement
- Laws of Evidence.
- Legal Interpretation and Growth of law.

Essential/Recommended Readings/Texts:

1. Sarkar, Kishori Lal, (1924), *Mimamsa Principles of Interpretation* (Rev. by Matkandey)
2. मांगलिक रोहित, (2023), भारतीय विधि व्यवस्था का परिचय, एडुगोरिल्ला पब्लिकेशन, लखनऊ, उत्तरप्रदेश।
3. Mathur, A. D., *Medieval Hindu Law*, New Delhi: Oxford University Press.
4. Kane, P. V., *History of Dharma Shastra*, Pune: Bhandarkar Oriental Research Institute.
5. Lingat, Robert, *Classical Hindu Law*.

FIRST YEAR: MINOR PAPER

Difficulty Level 100-199

Credits - 4
Hours - 60

Minor 1.A.1: Introduction to Smṛiti Literature

Course Objectives:

1. To acquaint learners with the salient features of ancient Indian scriptures.
2. To facilitate knowledge regarding the names, nature and importance of the Smriti texts.
3. To introduce students to the foundational values, ethics, laws and societal norms reflected in the Smritis and their relevance to contemporary society.
4. To explore the roots of Indian social, administrative and religious traditions and critically evaluate their ongoing relevance.
5. To provide learners with the opportunity to study and understand ancient Indian institutions through the original texts of the Smritis.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to name the major Smṛtis and briefly introduce them.
2. Be able to explain the difference between Smṛti and Dharmaśāstra.
3. Be able to describe the meaning and nature of Dharma and the Varṇāśrama system.
4. Be able to properly explain various aspects of education (śikṣā).
5. Be able to describe the types of marriage (vivāha) with their distinctions.
6. Be able to discuss the status of women, their rights, and responsibilities in the family and society.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 1.A.1	Introduction to Smṛiti Literature	04	0	0	04

Details of Course:

Unit I Brief Introduction of Smriti Literature. Credit 1

- Concept of Smriti Literature.
- Difference between Smriti Literature and Dharmshastra.
- Some Famous Smriti Literature and Author-
    - Manu
    - Yājñavalkya
    - Shukracharya
    - Somdeva

Unit II Dharma as fundamental entity of Human life. Credit 1

- **Dharma**:
    - Meaning of Dharma
    - Sources of Dharma (Manusmṛti 2.1, 6, 10, 12) (Yājñavalkya 1.7)
        - Ten-fold of Dharma & it's versions (Manusmṛti 6.91-94)
- **Varṇa and Āshram System:**
    - An organized society
    - Concept, Composition, Purpose and Relevance of Varṇāśram (Manusmṛti 1.87, 10.4, 1.88, 1.89, 9.326, 1.90, 1.91) (Manusmṛti 10.65, 9.335, 4.245, 2.103, 2.168)
- **Āśram System: Bringing balance in human life**
    - Āśram Dharma (Mitākśrā Tīkā on Yājñavalkya 1.1)
    - Different Āśramas depicted in Smṛti-Literature.
    - Marriage (Manusmṛti 3.4)
    - Pañca-Mahāyajña.
    - Importance of Gṛhastha Āshram.

- Social Responsibility of Gṛhastha.

Unit III Social Institutions. **Credit 1**

- **Education**:
  - Attaining knowledge: Beginning of education; (Manusmṛti 2) (Yaj. 1.10-115)
  - Gurukul; (Manusmṛti chap 2 and 3) (Yājñavalkya 1.10-115)
  - Rules regarding dressing, eating, rising up, sleeping, behaving etc.
- **Marriage**:
  - Marriage as social institution for the regulation of the relation between man & woman; forms of marriage; (Manusmṛti 3.27-37) (Yājñavalkya 1.58)
  - Woman has right to select suitable husband for herself; (Manusmṛti 9.90-91) (Yaj. 1.89)
  - Qualifications of bride and bridegroom; (Manusmṛti 3.2-11) (Yājñavalkya 1.35, 52-55) (Narada 12.8-11)
  - Dissolution of marriage; (Manusmṛti 9.72-74) (Yājñavalkya 1.76) (Narada 12.16-19)

Unit IV Women and their Rights. **Credit 1**

- **Respect of Women:** (Manusmṛti 3.55-58, 62, 9.26) (Yājñavalkya 1.82)
  - Women Safety (Manusmṛti 9.3, 9.5-7) (Yājñavalkya 1.76, 85)
  - Women are not responsible for wicket progeny (Manusmṛti 9.9, 33, 36, 40)
  - No selling of girl child (Manusmṛti 3.51, 53, 54, 9.8,100) (Yājñavalkya 1.64)
- **Property rights of women:**
  - Right of ownership of property (Manusmṛti 9.192-195, 9.217) (Yājñavalkya 1.76) (Narada 4.14)
  - Protection of her property (Manusmṛti 8.28-29, 8.350)
  - Right of Inheritance (Manusmṛti 9.118, 130, 131) (Narada 4.13) (Yājñavalkya 2.115)
  - Never take property of a woman (Manusmṛti 3.52, 9.200)
  - Things can't be counted under women's property (Manusmṛti 9.92, 199)

- **Women's Right of management:**
  - Women's Right of management (Manusmṛti 9.11)
  - Right of Education (Manusmṛti 5.150)
  - Right of testimony (Manusmṛti 8.68) (Narada 4.155)
  - Responsibility of Women (Yājñavalkya 1.83,87)

Essential/Recommended Readings/Texts:

1. भट्ट, श्रीयाज्ञिक देवण, (1988), स्मृतिचन्द्रिका, दिल्ली : नाग प्रकाशन।
2. हरगोविन्दशास्त्री, व्याख्याकार, (1992), मनुस्मृतिः (श्री कुल्लुकभट्ट टीका सहित), वाराणसी : चौखम्बा संस्कृत संस्थान।
3. पाण्डेय, उमेशचन्द्र, (1994), याज्ञवल्क्यस्मृतिः, वाराणसी : चौखम्बा संस्कृत संस्थान।

4. स्वांई, ब्रजकिशोर, (वि. सं. 2065), नारदस्मृतिः, वाराणसी : चौखम्बा संस्कृत संस्थान।

Additional Readings:

1. Kane, P. V., (1930), History of Dharmashastra, Pune : Bhandarkar Oriental Research Institute.
2. ठाकुर, लक्ष्मीदत्त, (1965), प्रमुख स्मृतियों का अध्ययन, लखनऊ : हिन्दी समिति सूचना विभाग।
3. श्रीमन्महर्षिप्रणीत, (1988), स्मृतिसंदर्भ, दिल्ली : नाग प्रकाशन।
4. काणे, पी. वी., (1992), धर्मशास्त्र का इतिहास (हिन्दी अनुवादक - अर्जुन चौबे कश्यप), लखनऊ : उत्तर प्रदेश हिन्दी संस्थान।
5. जोशी, लक्ष्मण शास्त्री, (वि. सं. 1994), धर्मकोष, बई सतरा : प्रजनपथशाला मण्डल।
6. गोयल, डॉ. प्रीति प्रभा, (2016), भारतीय संस्कृति, जोधपुर : राजस्थानी ग्रंथागार।
7. टण्डन, डॉ. किरण, (2017), भारतीय संस्कृति, दिल्ली : ईस्टर्न बुक लिंकर्स।

Difficulty Level 100-199

Credits - 4 Hours - 60

Minor 1.A.2: Basics of Hindu Studies

Course Objectives:

1. To facilitate exploration of the rich traditions, beliefs, practices and philosophies of Hinduism.
2. To provide a comprehensive understanding of Hinduism, including its original doctrines.
3. To explore the historical, cultural, philosophical and social dimensions of Hinduism.
4. To examine both theoretical and practical aspects of Hindu scriptures, rituals, festivals and ethical principles.
5. To develop an understanding of the authenticity and relevance of the philosophical, scientific and utilitarian aspects of Hindu traditions for leading a happy and contented life in the contemporary world.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to explain the historical background and cultural contexts of Hinduism (HindūDharma).
2. Examine the main philosophical traditions and concepts of Hinduism.
3. Explain the importance of the Vedas, Upaniṣads, Bhagavadgītā, Purāṇas, and other texts.
4. Be able to describe Hindu worship (pūjā) and practices related to daily life.
5. Be able to describe the social, cultural, and ethical dimensions of Hinduism.
6. Be prepared to explain the relevance of Hindu teachings and practices.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 1.A.2	Basics of Hindu Studies	04	0	0	04

Details of Course:

Unit I Introduction to Hinduism. Credit 1

- Introduction to key terms and concepts in Hinduism.
- Historical background and cultural context of Hinduism.
- Sacred Scriptures of Hinduism.
- Vedas and their significance in Hinduism.
- Introduction to the Upanishads and their philosophical teachings.
- Examination of the Bhagavad Gita and its role in Hindu thought.

Unit II Hindu Philosophical Systems. Credit 1

- Overview of the major philosophical schools in Hinduism.
- Analysis of key concepts including Atman, Brahman, Karma and Moksha.
- Hindu Deities and Mythology -
    - Exploration of the major deities in Hinduism and their manifestations:
        - Brahma
        - Vishnu
        - Shiva
        - Devi

Unit III Hindu Rituals and Worship. **Credit 1**

- Study of Hindu rituals and their role in religious and social life.
- Examination of major Hindu festivals and their significance.
- Exploration of sacred spaces, temples and pilgrimage in Hinduism.
- Ethics and Morality in Hinduism –
    - Analysis of Hindu ethical principles - Dharma and Karma.
    - Discussion on the concept of moral responsibility and the pursuit of righteousness in Hinduism.

Unit IV Contemporary Issues and Hinduism. **Credit 1**

- Exploration of the challenges and adaptations of Hinduism in the modern world
- Analysis of Hindu nationalism, secularism and religious pluralism
- Reflection on the relevance of Hindu teachings and practices in addressing global challenges

Essential/Recommended Readings/Texts:

1. Müller, F. M. (1879). Sacred books of the East. Oxford: Clarendon Press.
2. Mahadeva Sastri, A. (Trans.). (1901). The Bhagavad-Gita: With the commentary of Sri Sankaracarya (2nd ed.). Mysore: G.T.A. Printing Works.
3. Bhagavadgita (with translation and commentary in Hindi). (n.d.). Gorakhpur: Gita Press.
4. Radhakrishnan, S., & Moore, C. A. (Eds.). (1992). A sourcebook in Indian philosophy. Princeton, NJ: Princeton University Press.
5. Hiriyanna, M. (1997). Outlines of Indian philosophy. Delhi: Motilal Banarsidass.
6. Puligandla, R. (1997). Fundamentals of Indian philosophy. Delhi: DK Printworld.
7. Ranganathananda, Swami. (2001). Introduction. In The universal message of the Bhagavadgita (pp. 9–38). Kolkata: Advaita Ashrama.
8. Raju, P. T. (2009). The philosophical traditions of India. Delhi: Motilal Banarsidass.
9. Harshananda, Swami. (2012). Hindu gods and goddesses. Mylapore, Madras: Shri Ramakrishna Math.
10. Mishra, J. C. (2012). Bharatiya darshana (Indian philosophy). Varanasi: Chowkhamba Surbharati Prakashan.
11. Sharma, C. (2013). A critical survey of Indian philosophy. Delhi: Motilal Banarsidass.

12. Kaul, K. (2014). The great Upanishadic: Understanding Brahman and the ultimate reality.
13. Chatterji, S. C., & Datta, D. M. (2015). An introduction to Indian philosophy. Delhi: Motilal Banarsidass.
14. Hiriyanna, M. (2015). The essentials of Indian philosophy. Delhi: Motilal Banarsidass.
15. Radhakrishnan, S. (2016). The principal Upanishads. Gurugram: HarperCollins.
16. Dasgupta, S. (2018). A history of Indian philosophy (Vols. 1–2). Delhi: Rupa Publications India.
17. Hindu philosophy of life and Indian thinkers: Selected readings on Hindu and Hindutva. (2024). New Delhi: Motilal Banarsidass & Bharatiya Vidya Adhyayan Kendra.

Additional Readings:

1. काणे, पी. वी. (1992). *धर्मशास्त्र का इतिहास* (हिन्दी अनुवादक – अर्जुन चौबे कश्यप). लखनऊ : उत्तर प्रदेश हिन्दी संस्थान।
2. *Encyclopedia of Hinduism* (11 Volumes). (2012). New Delhi: RUPA. International Edition, Mandala Publications, USA, 2013.

Difficulty Level 100-199

Credits - 4
Hours - 60

Minor 1.A.3: Philosophy of Yoga

Course Objectives:

1. To introduce learners to the definition and general principles of the Philosophy of Yoga.
2. To acquaint students with the aims and objectives of Yoga philosophy.
3. To develop awareness about the importance of balance in life and to help learners master both the theoretical and practical aspects of balanced living.
4. To ensure understanding of *Shravana*, *Manana* and *Nididhyasana* as essential tools within Patanjali's Yoga philosophy.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to introduce the Yoga Darśana.
2. Write short notes on śravaṇa, manana, and nididhyāsana as important tools in Yoga Darśana.
3. Describe the importance and contribution of abhyāsa and vairāgya in one's own life.
4. Explain the fundamental principles of Aṣṭāṅga Yoga.
5. Enumerate the five external and three internal paths of Pātañjala Yoga for liberation (mokṣa).
6. Acknowledge the role of the five koshas (pañcakośa) as a means for balanced personality development.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 1.A.3	**Philosophy of Yoga**	**04**	**0**	**0**	**04**

Details of Course:

Unit I **Credit 1**

- Introduction and History of Yoga Philosophy.
- Psychology of Yoga.
- Method of Self-Presentation: (Bṛhadāraṇyakopaniṣad 2.4.5) (Vedantasara)
    - Śravaṇa (Hearing)
    - Manana (Reflection)
    - Nididhyāsana (Meditation)

Unit II **Credit 1**

- Concept of Yoga: (Yogasūtra)
- Restriction of fluctuations by Abhyāsa (Practice) and Vairāgya (Passionlessness)

- Concentration

Unit III **Credit 1**

- Aṣṭāṅgayoga (Eight Folds of Yoga)
- Kriyāyoga (Yoga of action)
- Cittaprasādana (Four distinct means of mental purity leading to oneness)

Unit IV **Credit 1**

- Pancha Kosha: Theory of Personality (5 Insights of great Indian psychology)
- Sri Aurovindo's conception of Integral Yoga.

Essential/Recommended Readings/Texts:

1. Aranya, H. (1963). *Yoga Philosophy of Patanjali*. University of Calcutta.
2. गीताप्रेस, (1993), *बृहदारण्यकोपनिषद् (सानुवाद शांकरभाष्यसहित)*, गोरखपुर : गीताप्रेस।
3. गीताप्रेस, (1993), *तैत्तिरीयोपनिषद् (सानुवाद शांकरभाष्यसहित)*, गोरखपुर : गीताप्रेस।
4. Dasgupta, S. *A History of Indian Philosophy (Vols. 1–5)*. Motilal Banarsidass.
5. Radhakrishnan, S. *Indian Philosophy (Vols. 1 & 2)*. Oxford University Press.
6. Radhakrishnan, S. *The Principal Upanishads*. HarperCollins Publishers.
7. Aurobindo, S. *The Upanishads: Translations and Commentaries*. Sri Aurobindo Ashram.

Additional Readings:

1. Ume, R. E. (1921). *The Thirteen Principal Upanishads*. Oxford: Oxford University Press.
2. Winternitz, M. (1988). *History of Indian Literature (Vol. 1, Part 1)*. Delhi: Motilal Banarsidass.
3. Iyengar, B. K. S. (2021). *Light on the Yoga Sutras of Patanjali*. New York: HarperCollins.
4. Chatterjee, S. C., & Datta, D. M. *An Introduction to Indian Philosophy*. Calcutta: University of Calcutta.
5. Gambhirananda, S. *Eight Upanishads with Commentaries of Shankaracharya*. Kolkata: Advaita Ashrama.
6. Satchidananda, S. *The Yoga Sutras of Patanjali*. Buckingham, VA: Integral Yoga Publications.
7. Bryant, E. F. *The Yoga Sūtras of Patañjali: A New Edition, Translation and Commentary*. New York: North Point Press.

SECOND YEAR: MINOR PAPERS

Difficulty Level
200-299

Credits - 4
Hours - 60

Minor 2.A.1: Indian Aesthetics

Course Objectives:

1. To introduce Indian aesthetics as a significant and potential field for the study of literary criticism.
2. To explore the interdependence of social, cultural, literary and practical dimensions within Indian aesthetics.
3. To discover the Indian perception of poetry, drama, music, architecture, iconography and painting through the lens of aesthetic theory.
4. To reveal the major tendencies and schools of thought in Indian aesthetics and evaluate their compatibility with contemporary trends.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to introduce the concept and importance of aesthetics (saundaryaśāstra).
2. Be able to analyze the main aesthetic elements: Alaṅkāra, Rīti, Dhvani, Vakrokti, and Aucitya.

3. Recognize the concept of beauty (saundarya) as propounded by Indian rhetoricians (alaṅkāraśāstri).
4. Describe the Indian discourse on aesthetic experience (saundaryānubhava) in the context of Rasa and Rasāsvāda.
5. Be able to describe the major traditional Indian aestheticians.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 2.A.1	Indian Aesthetics	04	0	0	04

Details of Course:

Unit I Aesthetics (Saundaryaśāstra), its nature and components. Credit 1

- Beauty (Saundarya):
  - Definition
  - Nature
  - Importance
  - Components:
    - Vaya
    - Rūpa
    - Vacana
    - Hāva
- Discussion of synonyms of the term Saundarya (Beauty):
  - Ramaṇīyatā
  - Lāvaṇya
  - Cārutā
  - Kānti
  - Madhuratā
  - Manohāritā
  - Suṣmā
  - Abhirāmtā

Unit II The process of Aesthetic experience (Rasa) Credit 1

- Constituents of rasa:
  - Bhāva (Human Feelings and Emotions)
  - Vibhāva (Causes or Determinants)
  - Anubhāva (Voluntary gestures)
  - Sāttvika Bhāva (Involuntary gestures)
  - Vyabhicāri Bhava (Transitory States) and Sthāyibhāva (Basic mental states)
  - Sahṛdaya/Sāmājika (Connoisseur/Spectator)

- Anukārya
- Anukartā
- Sādhāraṇīkaraṇa (Generalization)
- Four mental stages of rasa realization:
  - Vikāsa (Cheerfulness)
  - Vistāra(Exaltation)
  - Kṣobha (Agitation)
  - Vikṣepa (Perturbation)

- Number of Rasas according to Bharat.
- Nature of rasa (Aesthetic experience) according to Sāhityadarpaṇa, aesthetic enjoyment – eternal bliss, the ultimate reality (ānandamayatā, alaukikatā)

Unit III Aesthetic elements (Saundarya - Tattva) Credit 1

- Art as the mode of expression of Saundarya:
  - Architecture
  - Sculpture
  - Painting
  - Musi
- Main aesthetic elements of literary arts (Poetry and Drama):
  - Alaṅkāra
  - Rīti
  - Dhvani
  - Vakrokti
  - Aucitya

Unit IV Prominent thinkers of Indian Aesthetics and Perception of beauty in Abhijñānaśākuntalam. Credit 1

- Bharata, Bhāmaha, Vāmana, Ānandavardhana, Rajśekhar, Abhinavagupta, Mammaṭa,Vishvanātha, Rūpagoswamī and Paṇditarāja Jagannātha.
- Perception of beauty in Drama from cultural, social and aesthetical point of view in the context of Abhijñānaśākuntalam.

Essential/Recommended Readings/Texts:

1. Vishvanatha. (1936). *Sāhityadarpaṇa (Based on Kārikās 3/1–28)*. Bombay: Nirnaya-Sagar Press.
2. पाण्डेय कान्तिचन्द्र, (1978). *स्वतन्त्र कलाशास्त्र, प्रथम भाग*. वाराणसी : चौखम्भा संस्कृत सीरीज।
3. चतुर्वेदी ब्रजमोहन, (1989). *भारतीय सौन्दर्यदर्शन*. मध्यप्रदेश हिन्दी ग्रन्थ अकादमी।
4. Pandey, K. (2009). *Comparative aesthetics* (Vol. 1). Varanasi: Chowkhamba Sanskrit Series Office.

5. Kane, P. V. *History of Sanskrit poetics* (pp. 352–391). Delhi: Motilal Banarsidass Publishers.

Additional Readings:

1. Coomaraswamy, A. K. (1956). Introduction to Indian Art. Adyar: Theosophical Society.
2. उपाध्याय, बलदेव (1963), संस्कृत-आलोचना, हिन्दी समिति, उत्तर प्रदेश: सूचना विभाग।
3. पाण्डेय, के. (1967 & 1978), स्वतन्त्र कलाशास्त्र (प्रथम तथा द्वितीय भाग), वाराणसी : चौखम्भा संस्कृत सीरीज।
4. Gnoli, R. (1985). The Aesthetic Experience according to Abhinavagupta. Varanasi: Chowkhamba Sanskrit Series Office.
5. कृष्णकुमार, (1998), अलंकारशास्त्र का इतिहास, मेरठः साहित्य भण्डार।

Difficulty Level 200-299

Credits - 4 Hours - 60

Minor 2.A.2: Sanskrit Narratology

Course Objectives:

1. To acquaint learners with the fundamental aspects of Sanskrit narratology.
2. To familiarize students with the origin and development of narrative traditions in Sanskrit literature.
3. To introduce the distinctive features, functions, forms and cross-cultural reception of Sanskrit narratives.
4. To provide learners access to and engagement with key narratological texts such as the *Bṛhatkathā*, *Kathāsaritsāgara* and *Bṛhatkathāmañjarī*.
5. To develop learners' narrative skills through the study of classical works like the *Pañcatantra*, *Hitopadeśa* and *Vetālapañcaviṁśatikā*.

Learning Outcomes:

After the completion of the course, the students will:

1. Be prepared to describe the origin and development of Sanskrit narratives (ākhyāna).
2. Be able to explain the unique characteristics of Sanskrit narrative literature (kathāśāstra).
3. Be able to discuss various art forms such as dance (nṛtya), drama (nāṭya), painting (citra), and sculpture (śilpa).
4. Be able to explain the importance of story collections like Pañcatantra and Hitopadeśa in life.
5. Be able to describe the specific qualities and functions of Sanskrit narrative literature.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 2.A.2	Sanskrit Narratology	04	0	0	04

Details of Course:

Unit I Origin and Development of Sanskrit Narratives. **Credit 1**

- Vedic Origin -
  - Ṛgvedic Saṁvāda Sūktas.
  - Gāthā Nārāśaṁsī.
  - Upniṣadic Ākhyāna.
- Itihāsa-Purāna tradition.
- Bṛhatkathā and its Sanskrit recensions –
  - Bṛhatkathā Ślokasaṁgrha
  - Kathāsartitsāgara

    - Bṛhatkathāmaňjarī
- Origin and Development of Sanskrit Fables –
    - Paňcatantra
    - Hitopadeśa
    - Vetālapaňcaviṁśikā
    - Siṁhāsanadvātriṁśikā
    - Puruṣaparīkṣā
    - Śukasaptati

Unit II Distinctive Features and Functions of Sanskrit Narratology. Credit 1

- **Distinctive Features of Sanskrit Narratology -**
    - Interiorization
    - Serialisation
    - Fantasisation
    - Cyclicalisation
    - Allegorisation
    - Anonymisation
    - Elasticisation of Time
    - Spatilisation
    - Stylisation
    - Improvisation
- **Institution and Function of Story-telling –**
    - Ritualistic
    - Spiritualistic
    - Recreational
    - Pedagogical Thrust
    - Narrator as a social class - Kuśīlava, Cāraṇa, Sūta

Unit III Art-forms as Medium of Sanskrit Narrative. Credit 1

- Kathāsatra (Symposium of Story-telling)
- Drama
- Dance-forms
- Cave-paintings
- Miniature Paintings
- Sculpture

Unit IV Cultural Reception of Paňcatantra. Credit 1

- Adaptation, Re-casting and Re-telling of Paňcatantra across cultures and nations.

Essential/Recommended Readings/Texts:

1. Hertel, J. (1908–1915). *The Pañcatantra: A collection of ancient Hindu tales, in the recension called Pañcākhyānaka and dated 1199 A.D., of the Jaina monk.* (Publication details incomplete).
2. Edgerton, F. (1924). *The Pañcatantra reconstructed* (Vol. 1: Text and critical apparatus, Vol. 2: Introduction and translation). New Haven, CT: American Oriental Series.
3. Krishna, A. (1973). *A reassessment of the Tuti-Nama illustrations in the Cleveland Museum of Art.* (Publication details not provided).
4. Winternitz, M. (1978). *Some problems of Indian literature.* Delhi: Munshiram Manoharlal.
5. Sadhale, N. (1986). *Katha in Sanskrit poetics.* Hyderabad: Sanskrit Academy, Osmania University.
6. Krishna, D. (1987). *India's intellectual tradition.* Delhi: ICPR.
7. Mahulikar, G. (2002). *Effect of Ramayana on various cultures and civilizations.* Ramayana Institute.
8. Paniker, K. A. (2003). *Indian narratology.* Delhi: IGNCA.
9. *Illustrated lecture on the westward migration of Panchatantra from India.* (2009). London: ICR. [Video].
10. Dev, A. (Ed.). (2017). *Narrative, a seminar.* Delhi: Sahitya Akademi.
11. Raghavan, V. (Ed.). *The Rāmāyaṇa tradition in Asia.*

Additional Readings:

1. पद्मभूषण आचार्य श्री बलदेव उपाध्याय (प्रधान सम्पादक), (1997), संस्कृत-वाङ्मयय का बृहद् इतिहास (प्रथम खण्ड), लखनऊ: उत्तर प्रदेश संस्कृत संस्थान।
2. डॉ. गङ्गासागर राय, (2017), वैदिक आख्यान, वाराणसी : चौखम्भा विद्याभवन।

Difficulty Level 200-299

Credits - 4
Hours - 60

Minor 2.A.3: Fundamentals of Indian Philosophy

Course Objectives:

1. To introduce the fundamental principles of the Indian philosophical tradition, including its core concepts and aims.
2. To provide textual inputs illustrating the classification and characteristics of various Indian philosophical schools.
3. To familiarize learners with the fundamental issues and debates within Indian philosophy.
4. To explain the core tenets of the heterodox (Nāstika) schools of Indian philosophy, focusing on their foundational doctrines.
5. To highlight the prominent principles of the orthodox (Āstika) schools, with special emphasis on their epistemological, metaphysical and axiological frameworks.

Learning Outcomes:

After the completion of the course, the students will:

1. Describe the importance and contribution of philosophy (darśana) in the Indian context.
2. Be able to differentiate between the two traditions of Indian philosophy with reasons.
3. Discuss the fundamental concepts of Indian philosophy, especially epistemology (pramāṇamīmāṃsā).
4. Be able to describe Brahman, Ātman, Padārtha, Karma, Rebirth (punarjanma), Liberation (mokṣa), etc., from an atheistic (nāstika) perspective.
5. Be able to differentiate between the two traditions of Indian philosophy with reasons.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 2.A.3	Fundamentals of Indian Philosophy	04	0	0	04

Details of Course:

Unit I Fundamentals of Philosophy. **Credit 1**

- **Darśana** –
    - Concept and Aims.
    - Classification of Indian Philosophical schools.
    - Fundamental issues in Indian Philosophy-Epistemology: Pramanas

Unit II Metaphysics. **Credit 1**

- Satkaryavada.
- Asatkaryavada.
- Parinamavada.

- Vivartavada.
- Svabhavavada.
- Consciousness and matter.
- Theories of Self Ethics:
    - Karma Theory
    - Punarjanma Theory
- Liberation.

Unit III Schools of Indian Philosophy. Credit 1

- Heterodox Schools –
    - **Cārvāka** –
        - General introduction with emphasis on Challenge to Veda
        - Rejection of Transcendental Entities
        - Ethics
    - **Jainism –**
        - General Introduction with emphasis on Anekantavāda
        - Syadvāda
        - Saptabhanginyaya
    - **Buddhism** –
        - General introduction with emphasis on Four Noble Truths.

Unit IV Orthodox Schools. Credit 1

- **Samkhya -**
    - General Introduction with emphasis on Prakṛti
    - Three Gunas & Puruṣa (Based on Samkhyakärikā)
- **Yoga** –
    - Eight-fold path of Yoga.
- **Nyaya Vaisesika -**
    - General Introduction to Seven Padarathas (overview only) Mimamsa - Svatah Prāmāṇyavāda.
- **Advaita Vedanta -**
    - General Introduction with emphasis on Brahman, Māyā, Jīva and Jagat.

Essential/Recommended Readings/Texts:

1. Shastri, K. (1951). *A primer of Indian logic.*
2. Hiriyanna, M. (1956). *Outline of Indian philosophy* (Also available in Hindi translation). London.

3. Pandey, R. C. (1966). *Panorama of Indian philosophy* (Also available in Hindi). Delhi: Motilal Banarsidass.
4. Chatterjee, S. C., & Datta, D. M. (1968). *Introduction to Indian philosophy.* Calcutta: Calcutta University.
5. Raja, K. (1974). *Some fundamental problems in Indian philosophy.* Delhi: Motilal Banarsidass.
6. Bhartiya, M. (1975). *Causation in Indian philosophy.* Ghaziabad.
7. Rishi, U. S. (Ed.). (1984). *Sarva-darśana-saṃgraha.* Varanasi: Chowkhamba Vidyabhawan.
8. Bhartiya, M. (1999). *Bharatiya Darśana kī pramukha samasyaem.* Ghaziabad.
9. मिश्र, प. (2013). *तर्कसंग्रह तन्वी व्याख्या.* दिल्ली : परिमल पब्लिकेशन्स।
10. मिश्र, प. (2019). *चार्वाक.* दिल्ली : शिवालिक प्रकाशन।
11. शर्मा, च. *भारतीय दर्शन.* दिल्ली : मोतीलाल बनारसीदास।

Additional Readings:

1. Shastri, Kuppuswami. (1951). *A primer of Indian logic (only introduction).*
2. Hiriyanna, M. (1956). *Outline of Indian philosophy (also Hindi translation).* London.
3. Pandey, Ram Chandra. (1966). *Panorama of Indian philosophy (also Hindi version).* Delhi: M.L.B.D.
4. Chatterjee, S. C. (1968). *The Nyāya theory of knowledge.* Calcutta.
5. Raja, Kuhnan. (1974). *Some fundamental problems in Indian philosophy.* Delhi: MLBD.
6. Bhartiya, Mahesh. (1975). *Causation in Indian philosophy.* Ghaziabad.
7. Radhakrishnan, S. (1990). *Indian philosophy.* Delhi: Oxford University Press.

THIRD YEAR: MINOR PAPERS

Difficulty Level 300-399

Credits - 4
Hours - 60

Minor 3.A.1: Vedic Mathematics and Jyotish

Course Objectives:

1. To introduce learners to the ancient Indian knowledge systems of Vedic Mathematics and Jyotisha (astrology).
2. To present a brief history of Indian mathematics and astrology, along with key texts associated with these disciplines.
3. To describe the purpose, outcomes and significance of astronomical calculations and triadic mathematical rules in ancient India.
4. To provide detailed insights into the distinct features of ancient Indian mathematical formulas, including early concepts of algebra, calculus and number theory.
5. To familiarize learners with the foundational and applied aspects of the ancient Indian mathematical system—such as concepts of number, digit, zero, infinity, decimal system and square roots.
6. To appraise major Indian methods and systems of astronomical observation and their relevance to ancient scientific thought.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to describe the knowledge of ancient Indian mathematical and astronomical systems.
2. Be able to describe the names of ancient Indian texts and authors.
3. Be able to provide a description of the Vedic Mathematics (Vaidikagaṇita) text authored by Swami Bharati Krishna Tirtha.
4. Be able to provide a description of the formulas of arithmetic (aṅkagaṇita), algebra (bījagaṇita), and geometry (jyāmiti), along with their mathematical and astronomical applications.
5. Be able to use ancient observation systems and tools for astronomical calculations.
6. Be able to describe Indian mathematics (gaṇita) and astronomy (jyotiṣaśāstra).

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 3.A.1	Vedic Mathematics and Jyotish	04	0	0	04

Details of Course:

Unit I **Credit 1**

- **Lagadha Jyotiṣa -** Aims and outcome of Astronomical Measurement.

- Importance of Mathematics and Three Variable Rules.

Unit II **Credit 1**

- **Vedic Mathematics - Swami Srī Bhāratī Kṛṣṇatīrtha (First 5 Sutras).**
- **Technical Terms** –
    - Types of Mathematics
    - Algebra
    - Abstract
    - Calculus
    - Number theory Applied Kinetic Science
    - Static Science etc.
    - Number
    - Digits
    - Zero
    - Infinite
    - Decimal
    - Squire
    - Squire-root
    - Cube
    - Cube-root
    - Hypotenuse
    - Arc
    - Sine
    - Cosine
    - Tangent
    - Volume
    - Root
    - Surd
    - Equation
    - String
    - Angle

Unit III **Credit 1**

- Brief History of Indian Mathematics and Astronomy:
    - Vedāṅga Jyotitiṣa
    - Śulbasūtra
    - Pancasiddhāntikā
    - Suryasiddhānta
    - Āryabhaṭṭa Prathama
    - Varāhamihira
    - Brahmagupta
    - Āryabhaṭṭa Dvitīya
    - Ṣṛīpati
    - Bhāskarācārya
    - Kamalākara
    - Jayasimha.

Unit IV **Credit 1**

- Ancient Activities and Observatories for Astronomical Measurement.
    - Nādivalayayantra
    - Yāgyottarīturīyantra
    - Samrāṭpalabhāyatra
    - Śaṅkuyantra
    - Tārāmaṇdala
    - Cakrayantra
    - Yāmyottaradharātalīyaturīyayantra
    - Krāntivṛttayantra
    - Tulāmakararāśivalayayantra-karka
    - Ṣaṣṭhānśayantra
    - Jaipur Observatory (Built by Jaisingh)
    - Observatory at Kashi
    - Jantar-Mantar (Delhi)

Essential/Recommended Readings/Texts:

1. Aryabhata. (1976). *Aryabhatiya of Aryabhata: With the commentary of Bhaskara I and Somesvara* (K. S. Shukla, Ed.). New Delhi: Indian National Science Academy.
2. कपिलेश्वर शास्त्री मैथिल, (1987). *सूर्यसिद्धान्त (श्री तत्त्वामृतभाष्योपपत्ति टिप्पणी सहित)*. वाराणसी : चौखम्बा संस्कृत संस्थान।
3. लगधाचार्य, सोमाकर, (2008). *लगधज्योतिष (याजुष् व आर्य संस्करण) (सुधाकर भाष्य, लघुविवरण टीका, हिन्दी अनुवाद डॉ. पुनीता शर्मा द्वारा)*. दिल्ली : नाग पब्लिशर्स।
4. Tirthaji Maharaja, J. S. B. K. *Vedic mathematics.* Delhi: Motilal Banarsidass.

Additional Readings:

1. गोरखप्रसाद, (1974), *भारतीय ज्योतिष का इतिहास,* लखनऊ : उत्तर प्रदेश हिन्दी संस्थान, हिन्दी समिति ग्रन्थमाला।
2. दीक्षित, शं. बा. (1990), *भारतीय ज्योतिष (मूलतः मराठी में) (हिन्दी अनुवाद: शिवनाथ झारखण्डी)*. लखनऊ : उत्तर प्रदेश हिन्दी संस्थान, हिन्दी समिति ग्रन्थमाला।
3. शर्मा, कल्याणदत्त, (1994), *वेधशाला परिचय*. दिल्ली : लालबहादुर शास्त्री राष्ट्रीय संस्कृत विद्यापीठ।
4. द्विवेदी, भोजराज, (2002), *आचार्य वराहमिहिर का ज्योतिष में योगदान,* दिल्ली : रञ्जन पब्लिकेशन।

Difficulty Level 300-399

Credits - 4
Hours - 60

Minor 3.A.2: Lexicographical Tradition in Sanskrit

Course Objectives:

1. To introduce learners to the theories and methodologies of dictionary writing in Sanskrit and explore its rich lexicographical traditions.
2. To describe the contextual and historical basis for the development of the Sanskrit lexicographical tradition.
3. To determine the role of key texts such as *Śarvanukramaṇī*, *Nighaṇṭu* and *Nirukta* in the evolution of Sanskrit lexicology.
4. To explain the significance of *Dhātupāṭha* and *Gaṇapāṭha* in forming the foundation of *Śikṣā* and *Prātiśākhya* texts.
5. To compare the contributions of both ancient and modern Sanskrit lexicographers in shaping the structure and scope of Sanskrit lexicography.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to describe the rich tradition of Sanskrit lexicons (kośa).
2. Be able to provide a detailed overview of traditional and modern works related to Sanskrit lexicons.
3. Be able to introduce the main lexicons and the types of lexicons created by them.
4. Be able to write paragraphs based on Sarvānukramaṇī, Nighaṇṭu, Nirukta, Śikṣā, and Prātiśākhya texts.
5. Be able to explain the unique characteristics of specific lexicon texts such as Vācaspatyam, Śabdakalpadruma, Halāyudhakośa, and Amarakośa.
6. Be able to describe the contributions of modern Sanskrit lexicographers.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 3.A.2	Lexicographical Tradition in Sanskrit	04	0	0	04

Details of Course:

Unit I Introduction to Sanskrit Lexicography. **Credit 1**

- Origin and Development
- Brief Introduction to Major Lexicons
- Types of Dictionaries

Unit II Tradition of Sanskrit Lexicons. **Credit 1**

- Early Sanskrit Lexicography:
    - Saravanukarmani
    - Nighaṇṭu

- Nirukta
- Dhātupāṭha
- Gaṇapāṭha
- Word lists in Śikṣās and Prātiśākhyas

Unit III Classical Sanskrit Lexicons. Credit 1

- Vācaspatyam - Textual organisation, Commentaries, Translations and Digitized works.
- Śabdakalpadruma - Textual organisation, Commentaries, Translations and Digitized works
- Halāyudhakośa - Textual organisation, Commentaries, Translations and Digitized works.
- Amarakośa - Textual organisation, Commentaries, Translations and Digitized works.
- Mankhakośa - Textual organisation, Commentaries, Translations and Digitized works.
- Medinīkośa - Textual organisation, Commentaries, Translations and Digitized works.

Unit IV Modern Sanskrit Lexicographers. Credit 1

- Monier William
- Apte
- Acharya Vishbandhu
- Jainendra Siddhantakosha
- Nyayakosha
- M. Bloom Field

Essential/Recommended Readings/Texts:

1. होशियाङ्ग, प. जगन्नाथ शास्त्री (सम्पा०), (1968), *मेदिनीकोशः,* वाराणसी : चौखम्भा संस्कृत सीरीज ऑफिस।
2. Rice, B. L. (Comp.), & Balasubramanya, N. (Ed.). (1970). *Amarakosha.*
3. द्विवेदी, बालमुकुन्द, (1971), *संस्कृत कोश उद्भव और विकास,* इलाहाबाद : शहराराबाग।
4. नारंग, सत्यपाल, (1998), *संस्कृत कोशशास्त्र के विविध आयाम,* नई दिल्ली : राष्ट्रिय संस्कृत संस्थान।
5. शिवदत्ताभिध, महामहोपाध्याय पण्डित, (2003), *अमरकोशः,* नई दिल्ली : राष्ट्रिय संस्कृत संस्थान।
6. वाचस्पति, तारानाथ तर्क (सम्पा०), (2006), *वाचस्पत्यम्,* वाराणसी : चौखम्भा संस्कृत सीरीज ऑफिस।
7. Williams, Monier, & Ishwar Chandra (Ed. & Rev.). (2008). *Sanskrit English Dictionary.* Delhi: Parimal Publications.
8. देव बहादुर, राधाकान्त, (2018), *शब्दकल्पद्रुमः,* दिल्ली : चौखम्बा संस्कृत प्रतिष्ठान।

Additional Readings:

1. आप्टे, वामन शिवराम. (2012), संस्कृत-हिन्दी-शब्दकोश, नई दिल्ली : राष्ट्रिय संस्कृत संस्थान।
2. विश्वबन्धु, (2013), निघण्टु-निर्वचन-मीमांसा, दिल्ली : परिमल पब्लिकेशन्स।

Difficulty Level 300-399

Credits - 4
Hours - 60

Minor 3.A.3: Research Methodology for Sanskrit Studies

Course Objectives:

1. To introduce the basic concepts and foundational principles of research methodology relevant to Sanskrit studies.
2. To familiarize learners with the research methodologies commonly employed in Sanskrit and broader humanities disciplines.
3. To emphasize the need, importance and scope of primary research methodology within the field of Sanskrit.
4. To acquaint students with essential research procedures, including topic selection, hypothesis formulation, collection of primary materials and effective use of e-resources and research tools.
5. To equip researchers with a clear understanding of the concept, process and steps involved in proper referencing.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to present various research methodologies suitable for Sanskrit studies.
2. Be able to articulate the methods used in determining a research topic.
3. Be able to list various research methodologies employed by Sanskrit scholars for different research streams.
4. Be able to explain the characteristics of the survey method, along with its associated tools and steps.
5. Be able to define the concept of research referencing, its process, types, and computer software.
6. Be able to analyze computer tools for converting Devanagari text into IAST and Itrans forms.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 3.A.3	Research Methodology for Sanskrit Studies	04	0	0	04

Details of Course:

Unit I Theoretical concept of Research. **Credit 1**

- Introduction, Objectives and Types of Research.
- Outline of Research Work.
- Research Methodologies.

- Topic Selection and Writing Methods.
- Material Collection: Primary and Secondary.
- E-Recourses and Research Tools.

Unit II Literature Review. **Credit 1**

- Brief Introduction of Survey.
- Methods of Survey.
- Tools and Techniques of Survey.
- Step of the Survey.

Unit III Referencing. **Credit 1**

- What is Referencing?
- Steps of Referencing.
- How to make references?
- Citation and Citation in Text, Various patterns of Citation in Text and Sample
- Various Software for Referencing.
- Components of referencing:
  - Book
  - Dictionary
  - Journal
  - Conference
  - News Paper
  - Magazine
  - Report
  - Government Publications
  - Thesis
  - Dissertation
  - Web Pages
  - Internet Resources
  - Personal Communications (Written, Oral and email)
  - Lectures
  - Video
  - DVD,
  - Films etc.
- Introduction of Various Style Sheets of Referencing and detail Introduction of the style for Sanskrit.
- Creation Methods of Reference List and Samples.

Unit IV Transliteration. **Credit 1**

- Transliteration Schemes.
- International Alphabet of Sanskrit Transliteration (IAST).
- Indian languages Transliteration (ITRANS).
- Introduction to available computational tools for converting.
- Devanagari Texts to IAST and TTRANS.

Essential/Recommended Readings/Texts:

1. शर्मा, डॉ. विनय मोहन, (1967), *शोधप्रविधि*, दिल्ली : नेशनल पब्लिशिंग हाउस।
2. Kothari, C. R. (2004). *Research methodology: Methods and techniques.* New Delhi: New Age International.

3. Yelikar, K. S. (2009). *Essentials of research methodology & dissertation writing (FOGSI).* New Delhi: Jaypee Brothers Medical Publishers.
4. नगेन्द्रः, डॉ., (2010), *अनुसन्धानस्य प्रविधि-प्रक्रिया,* नवदेहली : राष्ट्रिय-संस्कृत-संस्थानम्।
5. द्विवेदी, प्रो. प्रभुनाथ एवं चौबे, डॉ. सुरेशचन्द्र, (2017), *संस्कृत शोध-प्रविधि,* वाराणसी : शारदा संस्कृत संस्थान।
6. मिश्र, प्रो. अभिराज राजेन्द्र एवं मिश्र, डॉ. राजेशकुमारी, (2022), *शोधप्रविधि एवं पाण्डुलिपिविज्ञान,* इलाहाबाद : अक्षयवट प्रकाशन।
7. MakeUse Of. *5 PowerPoint tips to improve presentation skills overnight.* Retrieved from http://www.makeuseof.com/tag/5-powerpoint-tips-improve-presentation-skills-overnight/
8. Subagini. *Effective presentation skills.* Retrieved from https://www.slideshare.net/subagini/effective-presentation-skills-28512891
9. Free PowerPoint Templates. *18 tips to improve presentation skills.* Retrieved from http://www.free-power-point-templates.com/articles/18-tips-to-improve-presentation-skills/

Additional Readings:

1. http://shodhganga.inflibnet.ac.in/bitstream/10603/12164/11/11_chapter%204.pdf
2. http://shodhganga.inflibnet.ac.in/bitstream/10603/29975/12/12_chapter%205.pdf
3. http://www.baraha.com/
4. http://www.chicagomanualofstyle.org/home.html

FOURTH YEAR: MINOR PAPERS

Difficulty Level 400-499

Credits - 4
Hours - 60

Minor 4.A.1: Political Thought in Sanskrit Literature

Course Objectives:

1. To familiarize learners with the concept and evolution of political thought in Sanskrit literature.
2. To introduce the *Dharmaśāstra* texts as foundational sources of Indian political philosophy.
3. To acquaint students with the various dimensions of Sanskrit political thought and the institutions of polity reflected in classical texts.
4. To underline the contributions of the *Vedic Saṁhitās*, *Mahābhārata*, *Purāṇas*, *Kautilya's Arthaśāstra* and *Nītiśāstra* in shaping the tradition of Sanskrit political thought.
5. To describe the nature and classifications of the state as found in the *Smriti* literature.
6. To highlight the key theories of ancient Indian polity, including *Saptāṅga*, *Maṇḍala*, *Ṣāḍguṇya*, *Caturvidha Upāya* and related concepts.

Learning Outcomes:

After the completion of the course, the students will:

1. Demonstrate an introduction to the concept of political thought (rājanīticintana) in Sanskrit literature.
2. Indicate the contribution of major texts such as the Vedas, Mahābhārata, Purāṇas, Arthaśāstra, and Nītiśāstras to Indian political thought.
3. Be prepared to describe the main principles of ancient Indian politics.
4. Be able to provide an introduction to the origin and development of ancient Indian political thought.
5. Be able to describe the nature and types of the state (rājya).
6. Be prepared to describe the main principles of ancient Indian politics.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 4.A.1	Political Thought in Sanskrit Literature	04	0	0	04

Details of Course:

Unit I Name and Sources of Ancient Bharatiya Political Thought. Credit 1

- Various Names of Ancient Bharatiya Political Treatises:
    - Daṇḍanīti
    - Arthshastra
    - Dharmaśāstra
    - Rajshastra
    - Nītiśāstra

- Sources of Ancient Bharatiya Political Thought:
    - Vedic Literature
    - Rāmāyaṇa
    - Mahābhārata
    - Purāṇa
    - Dharmaśāstra
    - Nītiśāstra
- Prominent Bharatiya Political Thinkers:
    - Manu
    - Śukrācārya
    - Kautilya
    - Kāmandaka
    - Somadeva Suri

Unit II Nature and types of the state. Credit 1

- Nature of the State (Arthaśāstra (6.1) (Manusmṛti 9.294)
- Types of the State – (Aitreya Brāhmaṇa 8.3.13-14; 8.4.15-16)
    - Rājya
    - Svarājya
    - Bhojya
    - Vairājya
    - Mahārājya
    - Sāmarājya

Unit III Ancient Bharatiya Political Thought: Origin and Development. Credit 1

- Vedic Literature –
    - Election of King by the People 'Visas' in Vedic period: (Ṛgveda 10.173;10.174) (Atharvaveda 3.4.2; 6.87.1-2)
    - Parliamentary Institutions: 'Sabhā, 'Samiti' and 'Vidatha'.

- Post Vedic literature –
    - Kautilya's concept of the Welfare State (Arthaśāstra 1.13)
    - Essential Qualities of King (Arthaśāstra 6.1.16-18)
    - Duties of King and State 'Rajadharma' (Mahābhārata, Śāntiparva 120.1-15) (Manusmṛti 7.1-15) (Śukranīti 1.1-15)
    - Constituent Elements (Somadeva's Nītivākyāmṛta 9.1.18 and, 19.1.10)

Unit IV Cardinal Theories of Ancient Bharatiya Polity. Credit 1

- Saptāṅga' Theory:
    - Svāmī
    - Amātya
    - Janapada

    - Pura
    - Kośa
    - Daṇḍa
    - Mitra
- 'Maṇḍala' Theory of Inter-state Relations.
- 'Ṣāḍguṇya' Policy of war and peace Diplomacy:
    - Sandhi
    - Vigraha
    - Yāna
    - Āsana
    - Saṁśraya
    - Dvaidhībhāva
- 'Chaturvidha Upāy' for balancing of power of state:
    - Sāma
    - Dāma
    - Daṇḍa
    - Bheda
- Three types of State Power 'Śakti':
    - Prabhu Śakti
    - Mantra Śakti
    - Utsāha Śakti

Essential/Recommended Readings/Texts:

1. Griffith, R. T. H. (Trans.), (1896–1897/1968), *Atharvaveda Samhita* (2 Vols.), Reprint, Bangalore.
2. Wilson, H. H. (Trans.), (1946), *Ṛgveda Saṃhitā* (6 Vols.), Bangalore, Bangalore: Printing & Publishing Co.
3. Shastri, H. P., (1952–1959), *Mahabharata* (7 Vols.), London:
4. Belvalkar, S. K., (1954), *Mahabharata: Śānti Parvam*, Poona, Bhandarkar Oriental Research Institute.
5. Gharpure, J. R., (1956), *Teaching of Dharmashastra*, Lucknow: Lucknow University.
6. Ghosal, U. N., (1959), *A History of Bharatiya Political Ideas*, Bombay.
7. Kangale, R. P. (Ed.), (1965), *Arthashastra of Kautilya*, Delhi: Motilal Banarsidass.
8. Jayaswal, K. P., (1967), *Hindu Polity*, Bangalore.
9. Altekar, A. S., (1973), *State and Government in Ancient India*, Delhi: Motilal Banarsidass.
10. दीक्षित, प्रेमकुमारी, (1977), *प्राचीन भारत में अन्तरराष्ट्रीय सम्बन्ध,* लखनऊ : उत्तर प्रदेश हिन्दी ग्रन्थ अकादमी।

11. मिश्र, ब्रह्मशंकर, (1968), *शुक्रनीति* (हिन्दी अनुवाद), वाराणसी : चौखम्भा संस्कृत सीरीज।
12. Olivelle, P. (Ed. & Trans.), (2006), *Manu's Code of Law: A Critical Edition and Translation of the Manava-Dharamashastra*, New Delhi: Oxford University Press.
13. नाटाणी, प्रकाश नारायण, (2002), *प्राचीन भारत में राजनीतिक विचारक,* जयपुर : पोइन्टर पब्लिशर्स।
14. तिवारी, शशि, (2013), *संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र,* दिल्ली : विद्यानिधि प्रकाशन।
15. भंडारकर, डी. आर., *Some Aspects of Ancient Bharatiya Hindu Polity*, Banaras Hindu University.
16. गैरोला, वाचस्पति, *कौटिल्य अर्थशास्त्र,* वाराणसी।
17. गणपति शास्त्री, टी. (सम्पा.), *कौटिल्य अर्थशास्त्र,* संस्कृत टीका सहित, त्रिवेन्द्रम्।
18. शास्त्री, उदयवीर (अनुवा.), *कौटिल्यीय अर्थशास्त्र,* दिल्ली : मेहरचन्द लक्ष्मनदास।

Additional Readings:

1. Sinha, K. N. (1938). *Sovereignty in Ancient Bharatiya Polity.* London.
2. Law, N. S. (1960). *Aspect of Ancient Bharatiya Polity.* Calcutta.
3. Saletore, B. A. (1963). *Ancient Bharatiya Political Thought and Institutions.* Bombay.
4. Verma, V. P. (1954). *Studies in Hindu Political Thought and its Metaphysical Foundations.* Delhi.
5. Prasad, B. (1968). *Theory of Government in Ancient India.* Allahabad.
6. Maheshwari, S. R. *Local Government in India.* New Delhi: Orient Longman.
7. [illegible]a, R. S. (1996). *Aspects of Political Ideas and Institutions in Ancient India*

Difficulty Level
400-499

Credits - 4
Hours - 60

Minor 4.A.2: Sustainable Development and Bhāratīya Jñāna Paraṃparā

Course Objectives:

1. To introduce the concept of Sustainable Development within the framework of *Bhāratīya Jñāna Paraṃparā* (Indian Knowledge Tradition).
2. To explore the philosophical, ecological and ethical dimensions embedded in traditional Indian knowledge systems.
3. To examine the integration of *Bhāratīya Jñāna Paraṃparā* with modern sustainability practices and global environmental concerns.
4. To foster critical thinking and a holistic understanding for the practical implementation of sustainable models rooted in Indian traditions.
5. To elaborate on the philosophical foundations that inform the Indian approach to sustainability and environmental harmony.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to introduce the concept of continuity and development (nairantaryavikāsa) in the structure of the Indian Knowledge Tradition.

2. Be able to clarify various dimensions of the traditional Indian concept of sustainability (nairantaryatā).
3. Be able to analyze the philosophical basis and major principles of Indian sustainability.
4. Be able to introduce ecological (pāristhitikī) sustainability in ancient texts and ancient practices.
5. Understand the impact of nature worship (prakṛtipūjā), water conservation (jalasaṃrakṣaṇam), non-violence (ahiṃsā), non-possession (aparigraha), animal welfare (paśukalyāṇa), etc., in achieving sustainability.
6. Be able to demonstrate the role of nature conservation movements (prakṛtisaṃrakṣaṇāndolana) in ensuring sustainability.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 4.A.2	Sustainable Development and Bhāratīya Jñāna-paraṃparā	04	0	0	04

Details of Course:

Unit I Understanding Sustainable Development. Credit 1

- Definition, Origin and Evolution
- Key concepts:
    - Environment
    - Economy
    - Equity
    - Ethics
- United Nations Sustainable Development Goals (UN-SDGs)
- Challenges to sustainability:
    - Climate change
    - Inequality
    - resource depletion.

Unit II Philosophical Foundations in Bharateeya Jnana Parampara. Credit 1

- Concepts of *Ṛta*, *Dharma*, *Yajña* and *Loka-saṅgraha.*
- Environmental ethics in the Vedas, Upanishads and Smṛti texts.
- Non-anthropocentric worldviews:
    - *Sarvaṃ Khalvidaṃ Brahma.*
    - *Vasudhaiva Kutumbakam.*
- Ahimsa and interconnectedness in Jainism and Buddhism

Unit III Ecology and Sustainability in Classical Texts and Practices. Credit 1

- Environmental consciousness in Itihasa-Purana literature
- Traditional water management, Agriculture and Architecture:
    - Stepwells
    - Vṛkṣāyurveda
    - Vāstu
- Indigenous practices in forest conservation and animal welfare
- Case studies:
    - Bishnoi Movement
    - Chipko
    - Sacred groves

Unit IV Synthesizing BGP and Modern Sustainability Models. Credit 1

- Gandhian thought and sustainable development.
- Integral humanism (Deendayal Upadhyay) and holistic development.
- National Education Policy (NEP 2020) and promotion of BGP for sustainability.
- Re-imagining education, economics and governance through Indic frameworks.

Essential/Recommended Readings/Texts:

1. Radhakrishnan, S. (1923). *Indian Philosophy (Vol. I & II).* London: George Allen & Unwin LTD., Ruskin House; New York.
2. Gandhi, M. K. (1933). *Hind Swaraj.* Ahmedabad: Navajivan Publishing House.
3. Chandra, L. (1990). *Cultural Horizons of India.* Delhi: Aditya Prakashan.
4. Kapoor, K. (2005). *Indian Knowledge System.* New Delhi: D. K. Printworld (P) Ltd.
5. Balasubramanian, D., et al. (2002). *Traditional Ecological Knowledge for Managing Biosphere Reserves in South and Central Asia.*
6. Chattopadhyaya, D. P. (Ed.). (2002). *History of Science, Philosophy and Culture in Indian Civilization (Vols. on Nature and Culture).* India: Centre for Studies in Civilization.
7. Shiva, V. (2009). *Staying Alive: Women, Ecology and Development.* Women Unlimited.
8. Upadhyay, D. (2014). *Integral Humanism.* Delhi: Hindi Sahitya Sadan.
9. MHRD, Govt. of India. (2020). *NEP 2020.*
10. Debroy, B. (Ed.). (2019). *The Bhagavad Gita for the Modern World.* UK: Penguin Classics.

Additional Readings:

1. उपध्यायः बलदेवः, (2010), *वैदिक साहित्य और संस्कृति*, वाराणसी : शारदा संस्थान।
2. उपध्यायः बलदेवः, *संस्कृत वाङ्मय का बृहद् इतिहास, प्रथम भाग (वेद)*, लखनऊ: उत्तर प्रदेश संस्कृत संस्थान।

Difficulty Level 400-499

Credits - 4
Hours - 60

Minor 4.A.3: Phonetics in Sanskrit Tradition

Course Objectives:

1. To introduce the basic concepts and principles of phonetics within the Sanskrit tradition.
2. To acquaint students with the mechanisms of speech production and train them to perceive, identify and transcribe speech sounds accurately.
3. To inform learners about the primary texts that serve as foundational sources of Sanskrit phonetics.
4. To familiarize students with the prominent *Śikṣā Granthas* and their significant contributions to the development of Sanskrit phonetics.
5. To establish the central role of *Pāṇinīya Śikṣā* in formulating and systematizing Sanskrit phonetic principles.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to describe the nature and importance of Sanskrit phonetics (dhvanivijñāna).
2. Be able to explain the definition of phonetics.
3. Present the origin and development of Indian phonetic traditions.
4. Provide details of Sanskrit sound systems, speech production mechanisms, and phonetic principles.
5. Present the unique characteristics and role of Pāṇinīya Śikṣā in the compilation of Sanskrit phonetics.
6. Describe the nature of Indian phonetics and indicate the major texts of Sanskrit phonetics.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 4.A.2	Phonetics in Sanskrit Tradition	04	0	0	04

Details of Course:

Unit I Brief Introduction to Phonetics. Credit 1

- Definition of Phonetics.
- Origin and Development.
- Indian Phonetic traditions.
- Types of Phonetics.

Unit II General Introduction to Pratishakyas and Paniniya Shiksha. Credit 1

Unit III Introduction to Paniniya Shiksha (Vriddhapaatha) Credit 1

- Sthana-prakarna
- Karana-prakarna

- Antahprayatna-prakrana
- Bahyaprayatna-prakrana
- Sthanapeedana-prakrana
- Vrittikars-prakrana
- Prakrama-prakrana
- Nabhitala-prakrana

Unit IV Introduction to Paniniya Shiksha (Shlokatika) Credit 1

- Paniniya Shiksha - Shlokas 1-22 (Shlokatika)

Essential/Recommended Readings/Texts:

1. व्यासः भोलाशंकरः, (1957), *संस्कृत भाषाशास्त्रीय अध्ययन,* वाराणसी : चौखम्बा विद्याभवन।
2. तिवारीः भालोनाथः, (1974), *तुलनात्मक भाषाविज्ञान,* दिल्ली : मोतीलाल बनारसीदास।
3. तिवारीः भालोनाथः, (1982), *भाषाविज्ञान,* इलाहाबाद : किताब महल।
4. Burrow, T. (1991). *Sanskrit Language* (also trans. into Hindi by Bholashankar Vyas). Varanasi: Chaukhamba Vidya Bhawan.
5. उपाध्यायः बलदेवः (प्रधानसम्पादकः), पाण्डेयः ओम् प्रकाशः (सम्पादकः), (1997), *संस्कृत-वाङ्मय का बृहद् इतिहास,* द्वितीय खण्ड, वेदाङ्ग, लखनऊ : उत्तर प्रदेश संस्कृत संस्थान।
6. Crystal, D. (1997). *The Cambridge Encyclopedia of Language.* Cambridge.
7. Gune, P. D. (2005). *Introduction to Comparative Philology.* Delhi: Chaukhamba Sanskrit Pratisthan.
8. कौण्डिन्यायनः शिवराजाचार्यः, (2012), *पाणिनीयशिक्षा,* वाराणसी : चौखम्भा विद्या भवन।
9. Paniniya Shiksha – Somlekha. (2014). Delhi: Chaukhamba Sanskrit Pratishthan.
10. अवस्थी वच्चूलालो ज्ञानोपाह्वः, वि.सं. 2050, *पाणिनीयशिक्षा,* भाष्यकृत्–सम्पादकः बालकृष्णः शर्मा, श्रीनिवासरथः, निदेशकः, उज्जयिनी : कालिदास-अकादमी।

सहायकाः ग्रन्थाः (AdAdditional Readings:

1. Jespersen, O. (1954). *Language: Its Nature, Development and Origin.* London: George Allen & Unwin.
2. Gosh, B. K. (1977). *Linguistic Introduction to Sanskrit.* Calcutta: Sanskrit Pustak.
3. Murti, M. Srimannarayana. (1984). *An Introduction to Sanskrit Linguistics.* Delhi: D. K. Publication.
4. Verma, S. K., & Krishnaswamy, N. (2005). *Modern Linguistics.* Delhi: Oxford University Press.

Difficulty Level 400-499

Credits - 4
Hours - 60

Minor 4.A.4. Bharatiya Ancient Arts

Course Objectives:

1. To introduce the concept of arts in ancient India and their integral role in enriching and fulfilling social life.
2. To facilitate an in-depth exploration of the rich and diverse traditions of ancient *Bharatiya* arts.
3. To enable students to study the evolution, cultural significance and aesthetic principles underlying various *Bharatiya* art forms.
4. To describe the nature and scope of ancient Indian architecture, sculpture, painting and performing arts.
5. To explore the socio-political and religious contexts that influenced and shaped *Bharatiya* artistic expressions.
6. To acquaint students with the principles of *Vāstu Śāstra*, traditional home design, temple architecture and sculpture.
7. To characterize the social and recreational art forms, including cooking, culinary arts and the artistic depictions seen in sites like Ajanta and Ellora.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to describe the historical development of ancient Indian art forms.
2. Be able to analyze cultural, religious, and social influences on Indian art.
3. Be able to evaluate the aesthetic and technical achievements of ancient Indian artists.
4. Gain a critical perspective on the role of art in ancient Indian society.
5. Be able to conduct research-oriented discussions of ancient sources and ancient texts.
6. Be able to survey the painting and mural art of ancient India.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 4.A.4	Bharatiya Ancient Arts	04	0	0	04

Details of Course:

Unit I Introduction to Ancient Bharatiya Arts. **Credit 1**

- Defining 'Art' in the Ancient Bharatiya context.
- Sources and materials:
  - Literary Sources
  - Archaeological Findings
  - Iconography.
- The emergence of early Mauryan art: Pillars and stupas.

- Introduction to the 64 Arts.

Unit II Intellectual and Scholarly Arts. **Credit 1**

- Storytelling and Poetry.
- Rhetoric and Debate.
- Performing Arts in Ancient India.
- Introduction to ancient Bharatiya music and dance forms.
- The Natya Shastra and its influence on classical dance and theatre.

Unit III Aesthetic and Household Arts. **Credit 1**

- Personal Grooming and Beauty.
- Home Decoration and Arrangement.
- Principles of Vastu Shastra.
- Traditional Bharatiya Home Design- Temple architecture and sculpture.
- Artistic Study - Temples and Jain chaityas.

Unit IV Social and Recreational Arts. **Credit 1**

- Cooking and Culinary Arts.
- Overview of ancient Bharatiya painting, Mural paintings: Ajanta and Ellora.

Essential/Recommended Readings/Texts:

1. Coomaraswamy, A. K. (1927). *History of Bharatiya and Indonesian Art.* London: Edward Goldston.
2. Zimmer, H. (1946). *Myths and Symbols in Bharatiya Art and Civilization.* Pantheon Books: The Bollingen Series VI.
3. Sivaramamurti, C. (1961). *Bharatiya Sculpture.* Bombay: Allied Publishers.
4. Dehejia, V. (1978). *Looking Again at Indian Art.* Ministry of Information and Broadcasting, Govt. of India.
5. Huntington, S. L. (1985). *The Art of Ancient India.* New York: Weather Hill.
6. Basham, A. L. (1986). *The Wonder That Was India.* Calcutta: Rupa Co.
7. Harle, J. C. (1994). *The Art and Architecture of the Bharatiya Subcontinent.* USA: Yale University Press.

Additional Readings:

1. डॉ. प्रीतिप्रभागोयल, (2016), भारतीयसंस्कृति, जोधपुर: राजस्थानीग्रंथागार।
2. डॉ. किरणटण्डन, (2017), भारतीयसंस्कृति, दिल्ली : ईस्टर्नबुकलिंकर्स।

Difficulty Level 400-499

Credits - 4
Hours - 60

Minor 4.A.5: Computational Linguistics for Sanskrit

Course Objectives:

1. To introduce the concept of Computational Linguistics for Sanskrit and highlight its necessity for sustaining the language in the contemporary digital age.
2. To familiarize students with modern technologies and advancements in the fields of computational linguistics and language technology.
3. To facilitate the development of computational thinking and skills required to apply Sanskrit in various technological contexts.
4. To develop students' proficiency in the tools and techniques of computational linguistics, thereby enhancing their employability and potential for entrepreneurship.
5. To build technical dexterity in areas such as databases, database systems and the architecture of database systems relevant to Sanskrit language processing.

Learning Outcomes:

After the completion of the course, the students will:

1. Describe the theoretical concepts of Computational Linguistics and its coherence with Sanskrit.
2. State the basic concepts of the various applied areas of Computational Linguistics.
3. Distinguish among Morphological analyzer, Speech Recognition, Speech synthesis, Text to Speech, Language analysis and so.
4. Write short notes on Natural language Interface, Language processing Text Processing and Machine Translation etc.
5. Apply the basic concept of databases for data Storage and survey of Computational Linguistics.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 4.A.5	Computational Linguistics for Sanskrit	04	0	0	04

Details of Course:

Unit I Theoretical Concepts of Computational Linguistics. **Credit 1**

- Language and Communication
- Levels of Language
- Phonemes
- Morphemes
- POS
- Lexicon
- Syntax

- Semantics
- Discourse
- Natural Language vs Artificial Language
- Speech and Language
- Grammars. Computer Intelligent Interaction (HCII)
- Human Processing of Languages vs Computer Processing of Natural Languages
- Rule based vs Statistical Processing
- Machine Learning
- Annotation of Language
- Standards
- Unicode
- Language Resources.

Unit II Survey of the Sanskrit Computational Linguistics. **Credit 1**

Unit III Applied Areas of Sanskrit Computational Linguistics. **Credit 1**

- Morphological Analyzer
- Speech/Speaker Recognition
- Speech Synthesis,
- Text to Speech
- Language Analysis
- Language Understanding
- Language Generation
- Natural Language Interface
- Text Processing
- Machine Translation

Unit IV Data Storage. **Credit 1**

- An Introduction to Databases
- Databases and Database Systems,
- Architecture of Database Systems
- Historical Perspective of Database Systems.
- Basics of MS SQL Database

Essential/Recommended Readings/Texts:

1. Grishman, R. (1986). *Computational Linguistics: An Introduction.* Cambridge: Cambridge University Press.
2. Gazdar, G., & Mellish, C. (1989). *NLP in Prolog.* Wokhingham: Addison Wesley.
3. Gazdar, G., & Mellish, C. (1989). *NLP in Lisp.* Wokhingham: Addison Wesley.
4. Bharti, A., Sangal, R., & Chaitanya, V. (1990). NL, complexity theory and logic. In *Foundations of Software Technology and Theoretical Computer Science.* Springer.

5. Grosz, B. J., et al. (1990). *Readings in NLP* (Ed.). Los Angeles: Morgan Kaufmann.
6. Jurafsky, D., & Martin, J. H. (2000). *Speech and Natural Language Processing.* Prentice Hall.
7. Mitkov, R. (2005). *Oxford Handbook of Computational Linguistics.* Oxford: Oxford University Press.
8. Lambert, K. A. (2011). *Fundamentals of Python: First Programs.* Cengage Learning.
9. Jha, G. N. (Ed.). (2010). *Sanskrit Computational Linguistics.* Germany: Springer Verlag.
10. Chandra, S. (2017). *मशीनी अनुवाद (Machine Translation).* New Delhi, India: Vidya Nidhi Prakashana.
11. Chandra, S. (2021). *भाषासंगणन (Language Computing).* New Delhi, India: Upasana Publications.
12. Elmasri, R., & Navathe, S. B. *Fundamentals of Database Systems* (5th ed.). Pearson Education.

Additional Readings:

1. Huet, G., Kulkarni, A., & Scharf, P. (Eds.). (2009). *Sanskrit Computational Linguistics Symposium 1–2.* LNCS 5402. Springer Verlag.
2. Kulkarni, A., & Huet, G. (Eds.). (2009). *Sanskrit Computational Linguistics Symposium 3: Proceedings of the 3rd International Symposium, Jan 15–17, 2009, Hyderabad.* LNCS 5406. Springer Verlag.
3. Chandra, S., & Jha, G. N. (2012). *Computer Processing of Nominal Inflections in Sanskrit: Methods and Implementations.* UK: CSP.